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AUTHOR Tiemann, Ernest F.
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ABSTRACT

This 6-week institute, developed at the University of Texas at Austin, was designed to prepare selected professional personnel from developing community colleges to serve as institutional instructional developers. Thirty-eight participants were involved in general sessions, small-groups and independent study, laboratory exercises, and clinical experiences. Site visits were used to enable participants to see the latest techniques and equipment in the institute program. Consultants were available for individual consultation. Evaluation by participants, divided into five committees, resulted in seven significant conclusions. (Appendixes include related program material.) (MJM)

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ED 073049

DIRECTOR'S EVALUATION REPORT

INSTITUTE FOR THE PREPARATION OF INSTRUCTIONAL DEVELOPMENT SPECIALISTS IN COMMUNITY COLLEGES OF THE SOUTHWEST

Grant No. 84 (NIH# 84-8908)

May 31 - July 9, 1971

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Conducted By

THE UNIVERSITY OF TEXAS AT AUSTIN

AUSTIN, TEXAS 78712

Directed By

DR. ERNEST F. TIEMANN

Associate Professor, Educational Psychology
Director, Instructional Media Center
The University of Texas at Austin
Drawer W, University Station
Austin, Texas 78712

Phone: (512) 471-3571

SP 005 989

PROGRAM FOCUS

The purpose of the institute was to prepare selected professional personnel in developing community colleges, to serve as institutional instructional developers. The institute was designed to train these selected individuals to assist faculty members in systematic instructional planning. Today the literature in education stresses the need for instructional decision making which focuses on systematic instruction geared to student learning.

During the past three years a careful study was made of the structure of the institute programs conducted by the University of Texas at Austin to determine their scope, sequence and performance. Our study indicates that the content structure and the strategies pursued in program development seemed to relate themselves well to the professional needs of those who participated in the institutes.

Having gained the necessary expertise and resources to develop a distinctive institute designed to satisf, a need for creative leadership in designing systematic instructional programs, the decision was made to plan an institute for community college personnel who had demonstrated on their own campuses an interest and limited expertise in the introduction of innovative modes of teaching and learning. Data indicates that at the present time there are limited training oriented systems of instruction.

The objectives of the institute program were as follows:

1. To strengthen each participant's knowledge and understanding of a systematic approach to instructional decision making.

2. To assist each participant with the necessary vocabulary, skills, and practice in designing instructional systems incorporating student-oriented behavioral objectives, interactive instruction and validation.

3. To provide participants with the opportunity to become knowledgeable in the application of media to the solution of instructional and learning problems.

4. To assist each participant in designing an institutional plan for the systematic development of an instructional program including analysis, design, and evaluation.

5. To help participants in planning institutional strategies for involving the faculty and students in the implementation of successful teaching and learning designs.

One of the major outcomes of the institute program was the attitudinal changes that took place in the participants. This was stated by almost all of the participants in our evaluations. In terms of the institute relating to the development of knowledges, attitudes or methods and skills, these were ranked on an equal basis by the participants.

PROGRAM OPERATION

A. Participants

The response to the institute announcement exceeded that of last year. This was due perhaps to an increasing interest in the redesigning of instruction to cause learning to take place. Inquiries were received from all areas of the United States including community college teachers and administrators. The

institute, however, had to limit its participation to 40 members.

1. A committee composed of members of the Instructional Media Center, Division of Extension, and the College of Education Junior College Program faculty evaluated applications and selected institute participants on the basis of the following criteria:

   a. Possession of a master's degree or current work toward the completion of one.

   b. Evidence of an assignment to duties compatible with the objectives of the institute.

   c. Recommendation by the president or other community college personnel as a worthy participant.

   d. Evidence that the applicant planned to make practical application of the institute training.

   e. Evidence of a sincere desire to participate fully in all institute activities.

In the selection of participants a higher priority was given to those applicants who showed evidence of immediate need for the training and of immediate application of the training in their work in a developing institution. Applicants from the Southwestern region of the United States were given priority.

Prior to the mailing of the institute brochure, the Director of the institute mailed to every two-year college president in the Southwest literature that explained the institute in detail. These documents are attached in the Appendix.

No difficulties were encountered in the selection process because the participants were required to have presidential approval as one of the

major criteria. A copy of this application is also included in the Appendix.

2. The participants covered a wide range of academic responsibilities; the breakdown was: 10 administrators, 16 liberal arts instructors, 6 science instructors, 4 vocational-technical instructors, and 2 media specialists.

A directory is included in the Appendix.

All represented two-year institutions, many of which have a large enrollment of Mexican-American and Indian students. Only 3 of the participants were members of minority groups. Of the 38 participants, 26 indicated that they would work on advanced degrees in the future.

As stated in the evaluation included in the Appendix, the biggest majority stated that they would now be able to systematically plan their educational responsibilities in relationship to their respective institutions.

3. The full time staff included the Director, Assistant Director, Secretary, and Instructional Assistant. A total of 7 outside consultants were used over the six-week period. The faculty-participant ratio was 4:38.

B. Staff

The institute faculty was selected and scheduled as to provide the best continuity that could be obtained.

Dr. Ernest Tiemann, Director
Robert L. Claussen, Assistant Director
Mrs. Jane Piland, Secretary
Claude R. Sanders, Instructional Assistant
Dr. John Roueche, Part-time Consultant
Dr. Robert Davis, Part-time Consultant
Dr. Stephen Yelon, Part-time Consultant
Dr. Walter Hunter, Part-time Consultant
Dr. Glynn Clark, Part-time Consultant
Dr. Thomas Barton, Part-time Consultant
Mr. Joseph Fantl, Part-time Consultant

Consultants invited to serve as faculty members were selected because of their distinctive expertise in some phase of systematic instructional planning. Continuity from week to week was developed by careful pre-institute planning and applying special strategies during the institute. Each Monday morning as different committees would review and evaluate the previous week's program, its strengths and weaknesses were pointed out.

One consultant, Dr. John Roueche, was from the University of Texas at Austin. He is at present a Professor of Junior College Education. He conducted the first week's program and the final week.

C. Activities

The program of the institute was conducted over a six-week period, beginning May 31 and ending on July 9. Participants were involved in general sessions, small groups, independent study, laboratory exercises and clinical experiences.

Every effort was made to utilize the latest techniques and equipment in the institute program. Most of this equipment we either had on hand or we had it brought in for demonstration purposes. Site visits were used to allow the participants to see these new techniques in active use. Displays of the newest instructional materials and equipment were maintained each week.

The institute was conducted during the University schedule for summer school. Other scheduled times had been tried in the past but

following the regular summer school schedule gives us the best program schedule for the institute.

With the 4 full-time institute staff members and the seven consultants we were able to offer the variety of activities as described above. The institute participants had a major voice in how the institute was structured. We maintained full flexibility to offer the best allocation of activities and time. Many times our prior plans were modified in order that we could more specifically fit the needs of the participants. The weekly participant committees gave us valuable feedback so that we could offer the best program.

One of the best activities was the afternoon small group sessions which served as a feedback session to the morning program. It was in these sessions where the real exchange of helpful information took place. Consultants were also available for individual consultation. Special arrangements were made to facilitate this phase of the program.

We had excellent facilities with rooms available for small groups to meet independently. The institute participants found living-dining facilities close by. This was a major factor in making their stay in Austin more pleasant. One of the best rapports among staff-faculty-participants was demonstrated by this particular institute group. There is nothing that we would change as far as the formal program of the institute is concerned. Everything went very well. Special efforts were made to maximize feedback and interaction.

D. Evaluation

The institute participants were divided each week into 5 committees of eight each. It was the responsibility of each committee to undertake the following objectives:

1. Each Monday morning the chairman of each committee would present an evaluation of the past week's activities. There was a limit of 10 minutes for each committee.

2. He discussed in depth the issues raised by the consultants.

3. On each Friday, before dismissing for the week, the chairman from each committee would discuss issues that were raised during that week. (Interaction with the consultant). Group summaries by participants and comments by the consultants were also on the agenda for this session.

As a result of this feedback strategy, participants were able to review content structure and evaluate its significance to the solution of instructional problems. Opportunity was provided to evaluate each participant's involvement in the institute and measure his performance. It also provided the opportunity to summarize each week's program and share this with the presenter for the next week.

E. Relationship with the U. S. Office of Education

We encountered no problems with administrative arrangements within the guidelines and procedures set up. Every function and activity was executed without any problems.

CONCLUSIONS

Some very significant conclusions might be drawn from the experiences of this year's institute.

1. As a result of the expertise gained from previous institutes and the accumulation of significant and relevant resource materials, this year's program proved to be more appealing and challenging to the participants.

2. The involvement of Professor John Roueche, Professor of Junior College Education in the College of Education provided a link with the academic structure of the university and this proved to be very helpful.

3. A climate of critical analysis was created early in the institute which opened up channels of communication between participants and instructors. There was a maximum of interaction among participants during the institute.

4. The emphasis on problem solving highlighted this year's institute. Throughout the institute participants were relating their daily input of information to the solution of their instructional problems on their own campuses.

5. Plans for a continuing follow-up program were initiated by the recommendation to appoint an advising committee of six members, three of whom were participants in last year's institute and three from this year's institute. This committee of six leaders has been appointed. It will be the task of this committee to recommend steps to be taken to evaluate the performance of the participants in developing programs of student-oriented systems of instruction at their respective institutions.

6. Evaluative data indicate that greater effort must be made to encourage the consultants to share with each other their instructional plans so as to provide better continuity in program development. To bring this about, it is planned to use most of the same consultants in next year's institute and have each develop a set of instructional goals for his week's program.

7. A final conclusion drawn from the evaluation data indicates a desire on the part of the participants to come together for evaluative follow-up. Plans should therefore be made to get feedback from the participants which will describe the changes they are bringing about on their campuses. To facilitate this follow-up activity plans are being made to develop an informal newsletter which will serve as a catalyst in achieving this objective.

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For additional information, contact:

DR. ERNEST F. TIEMANN, DIRECTOR

INSTITUTE FOR THE PREPARATION OF INSTRUCTIONAL DEVELOPMENT SPECIALISTS IN COMMUNITY COLLEGES

THE UNIVERSITY OF TEXAS AT AUSTIN
INSTRUCTIONAL MEDIA CENTER
DRAWER W, UNIVERSITY STATION
AUSTIN, TEXAS 78712

PHONE: (512) 471-3572

In conducting this institute The University of Texas at Austin will adhere to Sec. 601, Title VI of the Civil Rights Act which states that "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

ADMINISTRATION AND FACULTY

Ernest Tiemann, Institute Director; Director, Instructional Media Center; Associate Professor of Educational Psychology, The University of Texas at Austin, Austin, Texas

Robert L. Clausen, Assistant Institute Director; Instructional Media Coordinator, Instructional Media Center, The University of Texas at Austin, Austin, Texas

Dr. Thomas Barton, Director, Greenville Tech. Ed. Center, Greenville, South Carolina

Dr. Glynn E. Clark, President, Meramec Community College, St. Louis, Missouri

Dr. Robert Davis, Associate Director, Educational Development Program, Michigan State University, East Lansing, Michigan

Dr. Walter Hunter, Associate Dean of Instruction, Meramec Community College, St. Louis, Missouri

Dr. John Roueche, Professor of Junior College Education, The University of Texas at Austin, Austin, Texas

Dr. Steve Yelon, Assistant Director, Learning Services, Educational Development Program, and Associate Professor of Educational Psychology, Michigan State University, East Lansing, Michigan

EXHIBIT I

INSTITUTE FOR THE PREPARATION OF INSTRUCTIONAL DEVELOPMENT SPECIALISTS IN COMMUNITY COLLEGES

THE UNIVERSITY OF TEXAS AT AUSTIN

MAY 31—JULY 9, 1971

An Institute for Community College Instructional Development and Innovation.

Authorized under Title V–E, Education Professions Development Act, P. L. 90–35.

Administered by The U.S. Office of Education in cooperation with The Instructional Media Center (VIB), Division of Extension, and the College of Education Junior College Program.

INSTRUCTIONAL DEVELOPMENT INSTITUTE

THE UNIVERSITY OF TEXAS AT AUSTIN

PURPOSE OF THE INSTITUTE

The purpose of this institute is to prepare selected professional personnel in our developing community colleges to serve as institutional instructional developers in assisting faculty members to gain the necessary expertise in systematic instructional planning.

The objectives of the institute program are as follows:

1. To strengthen each participant's knowledge and understanding of a systematic approach to instructional decision-making.
2. To assist each participant with the necessary vocabulary, skills, and practice in designing instructional systems incorporating student-oriented behavioral objectives, interactive instruction and validation.
3. To provide participants with the opportunity to become knowledgeable in the application of media to the solution of instructional and learning problems.
4. To assist each participant in designing an institutional plan for the systematic development of an instructional program including analysis, design, and evaluation.
5. To help participants in planning institutional strategies for involving the faculty and students in the implementation of successful teaching and learning designs.

ACADEMIC CREDIT

Although the institute is primarily designed to facilitate systematic instructional planning, some participants may wish college credit for their institute work. Six semester hours of graduate credit will be offered.

Institute participants not desiring to work toward a degree or certification at The University of Texas may enroll as summer session transient students. Requirements for admission to the graduate school do *not* apply to transient students. Even though transient students are not registered in the graduate division, they may receive graduate credit if qualified.

PROGRAM

The program of the institute will be conducted over a six-week period, beginning on May 31 and terminating on July 9. The institute is designed for institutional representatives who are responsible for working with the faculty in the development of instructional programs.

Participants will be involved in general sessions, small groups, independent study, laboratory exercises, and clinical experiences.

The institute will relate itself to the following areas of study:

The Comprehensive Community College—Philosophy and Purposes
Development of a Rationale for Instructional Systems
Applying Learning Theories to the Process of Learning
Developing a Behaviorally-Oriented Approach to Designs for Learning
Making the Components of a Behaviorally-Oriented System of Learning and Teaching Operational
A Workable Systems Approach to Learning
Developing a Self-Directed Learning Program
Accountability in the Community College
How to Introduce Innovative Practices
How to Develop Institutional Involvement in a Phased Instructional System Design Including the Community, and Administration and the Faculty
Change Strategies for Community Colleges
Designing, Preparing and Presenting Plans for a Phased Institutional Instructional Development Program

CRITERIA FOR ADMISSION

A committee composed of members of the Instructional Media Center, Division of Extension, and the College of Education Junior College Program faculty will evaluate applications and select institute participants on the basis of the following criteria:

1. Possession of a master's degree or be currently working toward the completion of one.
2. Evidence of an assignment to duties compatible with the objectives of the institute.
3. Be recommended by the president or other community college personnel as a worthy participant.
4. Evidence that the applicant plans to make practical application of the institute training.
5. Evidence of a sincere desire to participate fully in all institute activities.

In the selection of participants a higher priority will be given to those applicants who show evidence of immediate need for the training and of immediate application of the training in their work in a developing institution. Applicants from the Southwestern region of the United States will be given priority.

HOUSING

Adequate housing is available in both university-owned dormitories and in privately-owned apartment buildings. For information on university housing, contact:

The Division of Housing and Food Service
Box 7666, University Station
Austin, Texas 78712

A list of privately owned apartment buildings will be furnished by the institute office.

STIPENDS

Each participant will receive a stipend of $75.00 per week plus $15.00 per week for each dependent. No tuition fees will be charged to institute participants. Costs for books, travel, room, and board will be paid by the participants.

RECREATION

The recreational facilities provided by the University, the City of Austin, and the Highland Lakes Area offer almost unlimited opportunities for summer recreational activities. A number of social and recreational activities have been planned for the institute participants and faculty.

DEADLINES

APRIL 1—POSTMARK DEADLINE FOR SUBMISSION OF APPLICATIONS

APRIL 15—NOTIFICATION OF SELECTION OF PARTICIPANTS

MAY 1—POSTMARK DEADLINE FOR ACCEPTANCE AS PARTICIPANTS

EXHIBIT II

NEWS FROM THE INSTRUCTIONAL MEDIA CENTER
THE UNIVERSITY OF TEXAS AT AUSTIN
Visual Instruction Bureau, Division of Extension P.O. Box W - University Station Austin, Texas 78712

Ernest Tiemann, Director
(512) 471-3571

ANNOUNCING THE 1971 COMMUNITY COLLEGE INSTITUTE FOR INSTRUCTIONAL DEVELOPMENT AND INNOVATION

The U. S. Office of Education has authorized funds for the Instructional Media Center of the University of Texas at Austin to conduct a six-week summer institute to prepare selected professional personnel in developing community colleges to serve as institutional instructional developers to assist faculty members in designing systematic instructional programs which will facilitate student learning.

Community colleges will be invited to nominate candidates for the institute in accordance with a set of criteria. The institute will be limited to 40 participants. Those approved to attend the institute will receive stipends of $75.00 per week and an allowance of $15.00 per week per dependent.

Distinguished and experienced national leaders in the area of instructional development will serve on the faculty of the institute. These include: Dr. Thomas Barton, Director, Greenville Tech. Ed. Center, Greenville, South Carolina; Dr. Glynn E. Clark, President, Meramec Community College, St. Louis, Missouri; Dr. Robert Davis, Associate Director, Educational Development Program, Michigan State University, East Lansing, Michigan; Dr. Walter Hunter, Associate Dean of Instruction, Meramec Community College, St. Louis, Missouri; Dr. John Roueche, Professor of Junior College Education, The University of Texas at Austin, Austin, Texas; Dr. Steve Yelon, Assistant Director, Learning Services, Educational Development Program, and Associate Professor of Educational Psychology, Michigan State University, East Lansing, Michigan.

This institute is the fourth in a series of institutes funded by the U. S. Office of Education. Over 200 professional staff personnel in community colleges have participated in the leadership development program.

The 1971 institute will begin on May 31 and terminate on July 9.

The institute will be directed by Ernest Tiemann, Director of the Instructional Media Center.

Information about the institute may be secured by contacting the office of the Instructional Media Center of the University of Texas at Austin, P. O. Drawer W, University Station, Austin, Texas 78712. Telephone (512) 471-3571.

WEEKLY OVERVIEW

PROGRAM PLANS	INSTRUCTIONAL LEADERSHIP	WEEK
Registration and Orientation The Setting: The Comprehensive Community College - Philosophy and Purposes Development of a Rationale for Instructional Systems	Dr. John Roueche	May 31 - June 4
Applying Learning Theories to the Process of Learning Developing a Behaviorally-Oriented Approach to Designs for Learning	Dr. Robert Davis	June 7 - 11
Making the Components of a Behaviorally-Oriented System of Learning and Teaching Operational	Dr. Steve Yelon	June 14 - 18
A Workable Systems Approach to Learning Developing a Self-Directed Learning Program Accountability in the Community College How to Introduce Innovative Practices	Dr. Walter Hunter Dr. Glynn E. Clark	June 21 - 25
How to Develop Institutional Involvement in a Phased Instructional System Design Including the Community, the Administration and the Faculty	Dr. Thomas Barton	June 28 - July 2
Change Strategies for Community Colleges Designing, Preparing and Presenting Plans for a Phased Institutional Instructional Development Program	Dr. John Roueche	July 5 - 9

INSTITUTE FACULTY

1. Dr. John E. Roueche is Professor of Junior College Education, The University of Texas at Austin, Texas.

2. Dr. Robert Davis is the Associate Director, Educational Development Program, Michigan State University, East Lansing, Michigan.

3. Dr. Steve Yelon is the Assistant Director, Learning Services, Educational Development Program, and is Associate Professor of Educational Psychology at Michigan State University, East Lansing, Michigan.

4. Dr. Walter Hunter is the Associate Dean of Instruction, Meramec Community College, St. Louis, Missouri.

   Dr. Glynn E. Clark is President, Meramec Community College, St. Louis, Missouri.

5. Dr. Thomas Barton is the Director, Greenville Tech. Ed. Center, Greenville, South Carolina.

EXHIBIT III

THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF EXTENSION
AUSTIN, TEXAS 78712

Visual Instruction Bureau
Drawer W, University Station
Phone 471-3571 (Area Code 512)

February 16, 1971

This is the third year that the University of Texas at Austin has been given funds by the U. S. Office of Education to conduct a six-week summer institute under the Education Professions Development Act.

We wish to take this opportunity to invite your institution to select a professional staff member to apply for participation in this institute.

Experiences gained from previous institutes have helped us to design a program that will be of great help both to the participant and the institution he represents.

Will you and your staff be kind enough to review the attached descriptive literature and return the reply card not later than March 3?

It is our sincere hope that the response to this invitation will be favorable. We are interested in helping you to strengthen your instructional program.

Let me emphasize again that it is very important to select a participant who is able to fulfill the objectives outlined by the institute. We cannot stress the importance of the selection process.

Again let me remind you to return the reply card no later than March 3.

May we have the pleasure of hearing from you?

Sincerely yours,

Ernest Tiemann

Ernest Tiemann, Director
Instructional Media Center

ET:jp

EXHIBIT IV

THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF EXTENSION
AUSTIN, TEXAS 78712

Visual Instruction Bureau
Drawer W, University Station
Phone 471-3571 (Area Code 512)

We appreciate very much receiving word of your interest in our institute this summer. We hope that you will select an applicant who is capable of fulfilling the requirements outlined in the brochure.

We are sending you two forms to complete. The one-page green-colored form, APPLICATION FOR ADMISSION, should be returned to us. The white- colored form, APPLICATION FOR ADMISSION TO AN INSTITUTE, should be filled out by the applicant and sent to us.

The deadline for receiving the application forms is April 1. We hope you can return them to us at an earlier date, if possible.

A very important criteria in the selection of candidates for admission to the 1971 institute will revolve around the evidence the candidate can submit to the selection committee to indicate that he has the support of the administration in implementing the objectives of the institute. A support document by the administration would be helpful to reinforce the APPLICATION FOR ADMISSION.

Every effort will be made to make this institute not only academically acceptable, but also practical in helping to solve our institutional instructional problems.

I am grateful to you for your loyal support.

Sincerely yours,

Ernest Tiemann

Ernest Tiemann, Director
Instructional Development Institute

ET:jp

Enclosures

EXHIBIT V

APPLICATION FOR ADMISSION
INSTITUTE FOR INSTRUCTIONAL DEVELOPMENT
IN COMMUNITY COLLEGES OF THE SOUTHWEST
MAY 31 - JULY 9, 1971
THE UNIVERSITY OF TEXAS AT AUSTIN

1. NAME OF INSTITUTION SUBMITTING APPLICATION_____

ADDRESS_____
City State Zip

PHONE _____
Area Code

2. NAME OF APPLICANT _____
Last First Middle Maiden

SOCIAL SECURITY NO. _____ POSITION_____

ADDRESS_____
City State Zip

PHONE_____
Area Code

The purpose of this institute is to train selected qualified professional personnel in our community colleges to become skilled and knowledgeable decision-makers in the design of systematic instructional programs which will facilitate the teaching and the learning process. It will be the responsibility of the participant to communicate well with the administration and the faculty in creating a climate of acceptance of such a system design. The institution should be willing to provide the type of support that will result in demonstrated performance by the participant. It is hoped that the institution will endorse the establishment of funds to provide the participant an opportunity to develop a pilot instructional development program.

I recommend that the above named person be selected to attend the institute.

_____ _____
Signature of President Date

This application must be returned on or before April 1, 1971. Mail completed application to:

Ernest Tiemann, Institute Director
The University of Texas at Austin
Instructional Media Center
Drawer W, University Station
Austin, Texas 78712

EXHIBIT VI

THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF EXTENSION
AUSTIN, TEXAS 78712

Visual Instruction Bureau
Drawer W, University Station
Phone 471-3571 (Area Code 512)

Instructional Development
Institute

April 15, 1971

We are very pleased to notify you that you have been selected as a participant in the Instructional Development Institute.

Please notify our office no later than April 26 if you can accept our invitation. We have moved this deadline forward a week in order that we can meet UT registration deadlines.

Enclosed you will find some very important forms. Please follow the instructions on the attached sheets to eliminate any problems concerning your application for final processing.

If you have any problems or do not understand any of these instructions, please do not hesitate to call our office.

We are looking forward to working with you this summer. Upon receipt of your acceptance letter, additional information about the institute will be sent.

Sincerely,

R L Claussen

Robert L. Claussen
Assistant Director

RLC:jp

Enclosures

EXHIBIT VII

PARTICIPANTS
INSTRUCTIONAL DEVELOPMENT INSTITUTE
MAY 31 - JULY 9, 1971

Mr. Paul Dean Ausmus, Instructor
Howard County Junior College
11th Place and Birdwell Lane
Big Spring, Texas 79720

Mr. Ruth M. K. Belknap
Professor of Nursing
Cochise College
Douglas, Arizona 85607

Mr. Bobby Lee Blackburn
Department Chairman, History
Seminole Junior College
Box 351
Seminole, Oklahoma 74868

Miss Betty Bleeker
Chairman, Div. of Language
Bee County College
P. O. Box 100
Beeville, Texas 78102

Mr. Readey Caskey, Jr.
Instructor, Developmental Reading
Henderson County Junior College
Athens, Texas 75751

Mr. Jose G. Castillo, Head
Foreign Language Department
Alvin Junior College
3110 Mustang Road
Alvin, Texas 77511

Mr. William B. Creel
Assistant Dean of Instruction
Delgado Junior College
615 City Park Avenue
New Orleans, Louisiana 70119

Mrs. Flora deHart, Prof. of English
Louisburg College
Louisburg, North Carolina 27549

Mr. Walter S. DeLany, Jr.
Acting Dean of Instruction
Cooke County Junior College
Box 815
Gainesville, Texas 76240

Mrs. Arless N. Eilerts
Division Chairman, Humanities
Hutchinson Comm. Jr. College
1300 North Plum
Hutchinson, Kansas 67501

Mr. John W. Fields, Instructor
Foreign Languages
Weatherford College
Weatherford, Texas 76086

Mr. Michael A. Fitzpatrick
Instructor, English Department
Texas Southmost College
83 Fort Brown
Brownsville, Texas 78520

Mr. Edward H. Garcia
Assistant to the Dean
Texas Southmost College
83 Fort Brown
Brownsville, Texas 78520

Mr. Horace F. Gillespie
Director, Liberal Arts Division
Angelina College
P. O. Box 1768
Lufkin, Texas 75901

Mr. John Calvin Gillis
Assistant Dean and Director of Acad
Eastern New Mexico University
Box 6761
Roswell, New Mexico 88201

Mrs. Frances A. Grandt
Instructor, English Department
Glendale Community College
6000 West Olive
Glendale, Arizona 85301

Mrs. Jimmye Rose Hancock
English Instructor
Paris Junior College
Clarksville Street
Paris, Texas 75460

Mr. Roger W. Haraughty
Electronics Instructor
Okla. State Univ. Tech. Institute
900 North Portland
Oklahoma City, Oklahoma 73107

Mr. Leo Dana Harman
Dean of Instruction
Bacone College
Bacone, Oklahoma 74420

Mr. Billy J. Hughen
Dept. Chairman, Assoc. Prof., History
Tarrant County Junior College, South
5301 Campus Drive
Fort Worth, Texas 76119

Mr. Charles Madison-Bacon
Instructor of Social Studies
Utica Junior College
Utica, Mississippi 39175

Mr. Robert R. McKinney
Director, Instructional Media
Southwest Texas Junior College
Uvalde, Texas 78801

Mr. Robert S. Montgomery
Coordinator of Evening Programs
Brazosport College
Drawer 955
Freeport, Texas 77541

Mrs. Eunice E. Parker
Instructor, Biology & Chemistry
Hill Junior College
P. O. Box 619
Hillsboro, Texas 76645

Mr. Lennis Ray Polnac
English Instructor
Ranger Junior College
College Circle
Ranger, Texas 76470

Mr. Artre H. Rusk, Jr.
Chairman, Div. of Ind. Educ.
College of the Mainland
8001 Palmer Highway
Texas City, Texas 77590

Mr. James R. Schwarz
Biology Instructor
McLennan Community College
1400 College Drive
Waco, Texas 76703

Mrs. Wanda Jean Sivells
Director of Learning Center
Wharton County Junior College
911 Boling Highway
Wharton, Texas 77488

Mr. Phillip R. Shelp
Chairman, Department of Biology
Concordia Lutheran College
3400 Interregional
Austin, Texas 78705

Mrs. Peggy J. Solberg
Department Chairman, Beh. Occ.
Tarrant Co. Jr. College, N. E.
828 Harwood Road
Hurst, Texas 76053

Mr. Henry E. Speck, Jr.
Dean and Chief Adm. Officer
Christian College of the Southwes
P. O. Box 28295
Dallas, Texas 75228

Mr. Harvey R. Spies
Dean of Instruction
Blinn College
902 College Avenue
Brenham, Texas 77833

Mr. Thomas E. Stutzenburg
Associate Professor, History
San Antonio College
1300 San Pedro
San Antonio, Texas 78212

Mr. Claude Alvin Talley, Jr.
Instructor and Chairman, Economics
Victoria College
2200 E. Red River
Victoria, Texas 77901

Mr. Fred E. Webb, Jr.
Instructor, Vocational-Technical
Related Studies, Drafting, Hum. Rel.
Butler County Community Junior College
Haverhill Road
El Dorado, Kansas 67042

Mr. George James Wilkerson
Division Chairman, Humanities
John Tyler Community College
Chester, Virginia 23831

Mr. Orin Lee Wilkins
Academic Dean
Southwestern College
4700 N. W. Tenth
Oklahoma City, Oklahoma 73127

Mrs. Marian E. P. Wirth
Dean of Women, Psych. & Rem. Reading
Instructor
Connors State College
Warner, Oklahoma 74469

EXHIBIT VIII

THE UNIVERSITY OF TEXAS AT AUSTIN
HIGHER EDUCATION INSTRUCTIONAL DEVELOPMENT INSTITUTE
May 31 - July 9, 1971

GENERAL BULLETIN TO PARTICIPANTS

The purpose of this bulletin is to answer a variety of questions that may have arisen regarding the institute.

REGISTRATION PACKETS

You will receive a registration packet around the 15th of May. Please complete these items and mail all back to this office as soon as you can. Be sure to include the plastic U. T. identification card. We must have this, also. Any former student of the University of Texas at Austin who does not have this card must submit $1.00 for replacement. Mail your completed packets to: Instructional Media Center, Drawer W, University Station, Austin, Texas 78712.

GENERAL PROPERTY DEPOSIT

All new students to the University of Texas at Austin must submit with their registration materials a check in the amount of $10.00 for their General Property Deposit. Institute funds do not cover this fee since it is a refundable item. All former students who do not have this on deposit, must again submit this $10.00. Make all checks payable to the University of Texas . This deposit, less charges, will be returned to the student.

A general property deposit which remains without call for refund for a period of four years from the date of last attendance at The University of Texas at Austin shall be forfeited, and the deposit shall become operative to the permanent use and purpose of the Student Property Deposit Scholarship. This applies to deposits made in the past, as well as to those to be made in the future.

CONVENING DATES AND LOCATION

Room 3-120 of the Joe C. Thompson Conference Center, The University of Texas campus, will be the official location of the institute. This room is located on the third floor of the building. A map is enclosed for your convenience.

The first session for participants will begin at 9:00 A. M. on Monday, May 31, in Room 3-120 of Thompson Center.

INSTITUTE HOURS

Institute sessions will normally convene at 9:00 A. M. The lunch break will be from 12:00 A. M. to 1:30 P. M. The institute day will officially end at 5:00 P. M. Evening sessions will be scheduled in some instances, always on Monday, Tuesday, Wednesday, or Thursday nights. When evening sessions are held, the normal hours will be from 7:00 P. M. to 8:30 P. M. Weekends are not scheduled.

ACADEMIC CREDIT

Although the institute is primarily designed to facilitate systematic instructional planning, some participants may wish college credit for their institute work. Six semester hours of graduate credit will be offered.

Institute participants not desiring to work toward a degree or certification at The University of Texas may enroll as summer session transient students. Requirements for admission to the Graduate School do not apply to transient students. Even though transient students are not registered in the graduate division, they may receive graduate credit if qualified. Such credit is readily transferable to other colleges.

HOUSING

Adequate housing is available in both university-owned dormitories and in privately-owned apartment buildings. For information on university housing, contact:

The Division of Housing and Food Service
Box 7666, University Station
Austin, Texas 78712

Since facilities for family housing are extremely limited in Austin, institute participants are advised to take this into consideration when making their summer plans.

Each institute participant must negotiate his own housing arrangements. A limited list of possible privately-owned housing contacts is attached. Registrants are asked to contact these housing facilities directly.

A listing of all institute participants is enclosed for those participants desiring to work out joint housing arrangements with other participants.

STIPEND PAYMENTS

There will be two payments made to participants. Participants will receive one-half of the total stipend on June 1 and one-half on July 9.

CLOTHING

All sessions will be conducted in air-conditioned buildings. The evenings are usually pleasant but may be cool enough for a light sweater or jacket, especially if you visit the lakes.

RECREATION

The recreational facilities provided by the University, the City of Austin, and the Highland Lakes Area offer almost unlimited opportunities for summer recreational activities. A number of social and recreational activities have been planned for the institute participants and faculty.

EXHIBIT IX

INSTRUCTIONAL MEDIA CENTER
THE UNIVERSITY OF TEXAS AT AUSTIN
DRAWER W, UNIVERSITY STATION
AUSTIN, TEXAS 78712

GENERAL BULLETIN # 2

Enclosed you will find a detailed description of each week's agenda. Please study this carefully. Bring this copy with you to the institute as additional copies will not be available.

Textbooks--Some of the textbooks will be issued to you and are to be returned at the close of the institute. An approximate cost of $10.00 will be charged for additional texts which you will keep at the close of the institute.

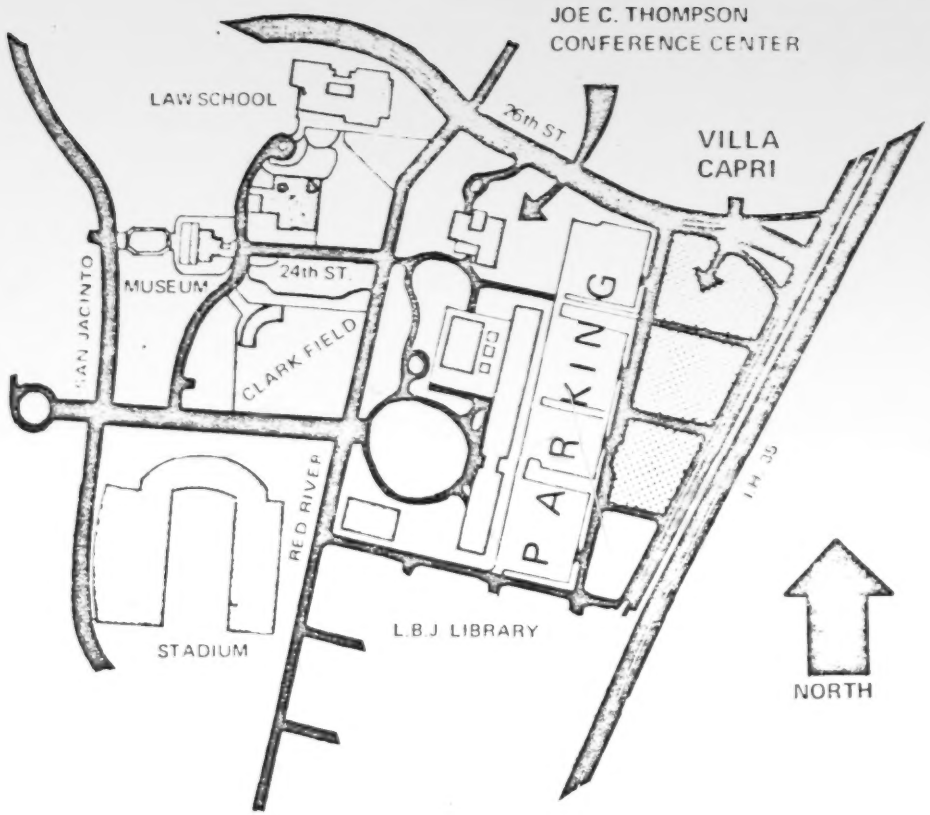
An extensive library collection will be available at the institute facilities. This will include audio cassettes and micro-fiche copies, also.

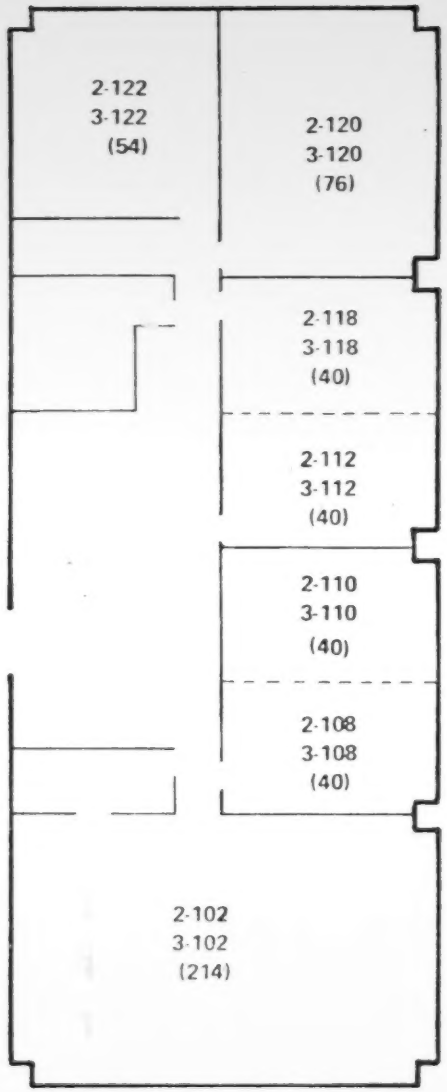
Please bring with you curriculum materials* that pertain to your academic area of responsibility as the second and third weeks will be oriented to the design of production of an individualized learning package.

*(Text, lab manuals, bibliography, course syllabi)

There will be a field trip to the College of the Mainland, Texas City, Texas, on July 5. Transportation will be provided to and from Texas City for institute participants.

On the first day of the institute, May 31, we will begin at the scheduled time of 9:00 A. M. in 3.120 of Thompson Center. An informal hour with coffee and rolls will be the first order of business. At 10:00 A. M. we will start with the orientation program to the institute. This will continue until noon. We are not scheduling the afternoon Monday so as to allow you to take care of any housing needs or registration problems. We will begin at 9:00 A. M. Tuesday with the week's work program.





SECOND FLOOR

THIRD FLOOR (SIMILAR)

EXHIBIT A

EXHIBIT XI

HOUSING

This is not an exhaustive listing of housing accommodations. It is provided merely to suggest possibilities of housing near the institute.

Apartments

BLACKSTONE APARTMENTS, 2910 Red River Street, Austin, Texas 78705. Telephone: (512) 476-5631.

CAMPUS COLONY, 300 East 30th Street, Austin, Texas 78705. Telephone: (512) 476-1700.

CASA DEL RIO APARTMENTS, 3212 Red River, Austin, Texas 78705. Telephone: (512) 478-1834.

CASTILIAN, THE, 2323 San Antonio, Austin Texas 78705. Telephone: (512) 478-9811.

CAVALIER APARTMENTS, 307 East 31 St., Austin, Texas 78705. Telephone: (512) 472-7[illegible]

DORIS APARTMENTS, 304 East 33 Street, Austin, Texas 78705. Telephone: (512) 478-[illegible]

FOREST DALE APARTMENTS, Mr. F. D. Gottwright, 3304 Red River Street, Austin, Texas 78705. Telephone: Office (512) 477-1213; Home (512) 451-[illegible] (after 4)

FOUNTAIN TERRACE APARTMENTS, 610 West 30 Street, Austin, Texas 78705. Telephone: (512) 477-8858.

LA FIESTA APARTMENTS, 400 East 30 Street, Austin, Texas 78705. Telephone: (512) 477-1800.

LA FONTANA APARTMENTS, 1230 East 38½ Street, Austin, Texas 78705. Telephone: (512) 454-6252.

LE FONT APARTMENTS, 803 West 28th Street, Austin, Texas 78705. Telephone: (512) 472-6480.

LOUIS MANOR APARTMENTS, 1807 Brazos, Austin, Texas 472-7711 (512).

MAUNA KAI APARTMENTS, 405 East 41 Street, Austin, Texas 78705. Telephone: (512) 472-2147.

MAYFAIR HOUSE, 2000 Pearl, Austin, Texas 78705. Telephone: (512) 472-5437.

NORTHWOOD TERRACE APARTMENTS, 07 East 32 Street, Austin, Texas 78705. Telephone: (512) 478-3149.

RIVER OAKS APARTMENTS, 3001 Red River Street, Austin, Texas 78705. Telephone: (512) 472-3914.

Motels

ACACIA MOTEL, 3800 North Interregional, Austin, Texas 78751. Telephone: (512) 454-7688.

J & J MOTEL 3506 North Interregional, Austin, Texas 78722. Telephone: (512) 452-5775.

MOUNT VERNON MOTOR HOTEL, 4001 North Interregional, Austin, Texas 78722. Telephone: (512) 465-5464.

OAK MOTEL, 2901 North Interregional Highway, Austin, Texas 78722. Telephone (512) 476-9597.

RIDGEWOOD MOTEL, 4600 East Avenue, Austin, Texas 78751. Telephone: (512) 453-7381.

RIO BEST WESTERN MOTEL, 4800 North Interregional, Austin, Texas 78751. Telephone: (512) 452-9494.

RODEWAY INNS, 2900 North Interregional, Austin, Texas 78722. Telephone: (512) 477-6395.

STAR MOTEL, 3105 North Interregional, Austin, Texas 78722. Telephone: (512) 478-1631.

VILLA CAPRI MOTOR HOTEL, 2400 North Interregional, Austin, Texas 78705. Telephone: (512) 476-6171.

WEST WINDS MOTEL, 4508 North Interregional, Austin, Texas 78751. Telephone: (512) 452-2511.

EXHIBIT XIII

PROGRAM OUTLINE AND FACULTY

INSTITUTE FOR THE PREPARATION OF
INSTRUCTIONAL DEVELOPMENT
SPECIALISTS IN COMMUNITY COLLEGES

MAY 31 - JULY 9, 1971

FIRST WEEK MAY 31 - JUNE 4

INSTRUCTOR: Dr. John Roueche

GOAL: Participants will understand the unique mission of community colleges.

OBJECTIVE: Each participant will write a paper (10-20 pages) describing the learning problems on his campus and developing a set of instructional strategies to accommodate those problems.

TOPICS: Community Colleges: The Setting
Philosophy, Programs, Purposes
Students: Learning Problems
Teaching to Cause Learning
Assumptions on Instructional Strategies

DR. JOHN ROUECHE

Dr. John Roueche is Professor of Junior College Education at The University of Texas at Austin. Dr. Roueche received his Ph.D. at The Florida State University in 1964. He received his M. A. at Appalachian State University in 1961. He also attended Lenoir-Rhyne College and Mitchell Colleges in North Carolina.

Dr. Roueche was formerly the Director of the Junior College Division of The Regional Education Laboratory for the Carolinas and Virginia. He was the Associate Director of the ERIC Clearinghouse for Junior College Information, University of California, Los Angeles, and was the Assistant to the President and Dean of Students at Gaston College in Gastonia, North Carolina. He has served as a guest lecturer and consultant on junior college education at U. C. L. A., Duke University and others.

Dr. Roueche has written numerous books and articles on junior college instruction and administration, including: "The Junior College President and Institutional Research", Salvage, Redirection or Custody: Remedial Education in the Junior College, "The Open Door College: Problems of the Low Achiever", and The Junior and Community College Faculty: A Bibliography.

Dr. Roueche was listed in Who's Who in American Education in 1966-1967, and in Who's Who in the South and Southwest in 1967.

SECOND WEEK JUNE 7 - 11

INSTRUCTOR: Dr. Robert H. Davis

GOAL: To gain an understanding of Learning System Design

TOPICS:
Learning Objectives
Instructional Objectives
Task Description
Types of Learning
Analyzing Task and Learner Characteristics
Task Analysis

DR. ROBERT H. DAVIS

Dr. Robert H. Davis is Assistant Provost and Director, Educational Development Program, Michigan State University. Dr. Davis received his Ph.D. degree in experimental psychology from the Michigan State University in 1953. He received his M. A. degree With Distinction at Michigan State University in 1950.

Dr. Davis has served as the Principal Scientist for the System Development Corporation in Santa Monica, California in 1955-65, where he headed training research and indoctrination laboratory and developed specialized simulation techniques for training programs now in use by the Air Force throughout the United States, Canada, and parts of Europe and Asia. Dr. Davis was an Assistant Professor at Allegheny College in Meadville, Pennsylvania from 1952 to 1955, where he taught experimental psychology, learning theory and related topics.

Dr. Davis has written numerous articles and monographs, including the following: "Interaction of Individual Differences with Modes of Presenting Programmed Instruction", "Student Attitudes, Motivations Shown to Influence Reception to Televised Lectures", "SLATE Your Students for Structured Self-Tutoring", and "Interaction of Individual Differences with Methods of Presenting Programed Instructional Material by Teaching Machine and Computer".

THIRD WEEK JUNE 14 - 18

INSTRUCTOR: Dr. Stephen Yelon

GOAL: To assist institute participants to apply and implement the learning system design.

TOPICS:
- General Principles to Learning and Motivation
- Perceptual Motor Skills
- The Learning and Teaching of Concepts
- The Learning of Principles and Problem Solving
- Evaluation--Its Meaning
- Student and Program Evaluation

DR. STEPHEN YELON

Dr. Stephen Yelon is the Assistant Director of Learning Services at Michigan State University. He received his Ph.D. in Education and Psychology in 1966 from the University of Michigan. He received his M. A. in Psychology in 1965 from the University of Michigan. Dr. Yelon also attended Oswego State Teachers College , a branch of the State University of New York.

Dr. Yelon has served as an Associate Professor of Educational Psychology at Michigan State University. He has taught courses in instructional design and development, learning, child development, etc. As Assistant Director of Learning Services at MSU, he plans and conducts learning studies; applies system analysis and design technology to instructional systems. Dr. Yelon has served as a staff member and psychologist of the University of Michigan Fresh Air Camp for emotionally disturbed and aggressive delinquent boys. He has served as a consultant for numerous workshops on instructional design.

Dr. Yelon has written numerous books and articles on learning, including the following: School Learning, Strategy for Writing Objectives, "Crawling Before You Walk: First Steps in Instructional Design", and "An Alternative to Letter Grades".

FOURTH WEEK JUNE 21 - 25

INSTRUCTORS: Mr. Walter E. Hunter
Dr. Glynn E. Clark

GOALS: To provide participants with the opportunity to learn how to "institutionalize" a learning system design. To share ideas that beget innovation and effective teaching. To illustrate specific approaches utilized by one community college to achieve that objective.

TOPICS: How to Introduce the Learning System Design to the Faculty
How to Introduce a Concept of Self-Directed Learning and Describe How It Functions
Demonstration of an In-Service Program Model Designed to Maintain a Creative and Active College Staff
How to Provide a Supportive Climate for Faculty Initiated Research and Development
Description of Successful Innovative Projects

WALTER E. HUNTER

Walter E. Hunter is the Associate Dean of Instruction at Meramec Community College in St. Louis. Mr. Hunter is a doctoral candidate in Community College Leadership at the University of Colorado. He received his M.A. in Educational Psychology from the University of Nebraska in 1953. He has also attended the University of Chicago and Nebraska Wesleyan University.

Mr. Hunter has served as a Research Associate for the Atomic Energy Commission at Argonne National Labs. He has taught Chemistry at Rich Township High School in Park Forest, Illinois, and at Earlham College in Richmond Indiana.

Some of Mr. Hunter's publications include: "Chemistry Programed Learning Materials", "In St. Louis--A Green Light for Innovation", "Systems Approach to Teaching and Learning", and "Junior College District of St. Louis"

* * *

DR. GLYNN E. CLARK

Dr. Glynn E. Clark is the President of Meramec Community College and Vice-President of the Junior College District, St. Louis-St. Louis, County Dr. Clark received his Ed.D. at Washington University in 1957.

Dr. Clark has served as a Director of Guidance Services, a Psychological Examiner, an Instructor, Coach, and Principal in St. Louis Public Schools. He has served as President of Harris Teachers College. He has been a guest instructor at the University of Maine, Washington University, and a consultant at Wyoming University. He has served as the President of the Missouri Association of Junior Colleges, and was the Chairman of the Advisory Committee of the Midwest Community College Leadership Council

Dr. Clark is a member of the American Psychological Association, the National Education Association, and Phi Delta Kappa.

FIFTH WEEK JUNE 28 - JULY 2

INSTRUCTORS: Mr. Thomas E. Barton
Mr. Joe Fantl

THOMAS E. BARTON

C AL: To demonstrate to the participants the strategies in the development of institutional involvement in a phased instructional system design including the community, the administration and the faculty.

TOPICS: Involvement and Commitment--the Ingredients for Developing A Phased Instructional System: Those Involved in the Development of the System; the Need for A Firm Commitment of Performance from Those Who Are Involved.

A. Community Involvement
   Public Relations
   Advisory Committees
   Community Services
   Business and Industry
   Involving the Centers of Industry
B. The Administration
   Charting the Course
   Winning Confidence
   P P B S
C. Evaluation
   Participant Involvement in Evaluating the Proposed Strategy

Mr. Thomas E. Barton received his M.A. in Educational Administration in 1960 at George Peabody College in [illegible]ville. He is presently doing his graduate study toward his doctorate at Duke University.

Mr. Barton is presently the Director of the Greenville Technical Education Center in Greenville, South Carolina. He has served as the Area Superintendent of Oconee County Schools in South Carolina. He has also served as the Athletic Director, Coach and Instructor in public schools in Georgia and South Carolina. He was the recipient of the National Society of Professional Engineer Award for "Outstanding Service to the Engineering Profession Through the Field of Education".

S. JOSEPH FANTL

Mr. S. Joseph Fantl is the Public Relations Director for the Greenville Technical Education Center in Greenville, South Carolina. He is a graduate of the University of Chicago where he received his Bachelor of Science degree in 1940. He also attended the New School for Social Research in New York City where he received his Masters degree in Fine Arts.

Mr. Fantl spent ten years in the textile industry where he received experience in supervision, management, personnel administration, and public relations. From 1958 to 1967, Mr. Fantl was engaged in advertising, public relations, and sales management with American Homes, Inc., and the Louis P. Batson Co. of Greenville, South Carolina.

From 1963 to 1967, he was engaged in public relations work for Greenville Technical Education Center on a part-time basis and, in 1967, Mr. Fantl joined the administrative staff of Greenville TEC on a full-time basis.

Mr. Fantl has done extensive writing, both fiction and non-fiction and is currently at work on a book dealing with public relations in post-high school education.

SIXTH WEEK JULY 5 - 9

INSTRUCTOR: Dr. John Roueche

GOAL: Participants will know how to initiate change on their campuses.

TOPICS: Implementing Learning-Oriented Instruction
Organizational Change Strategies
Overcoming Resistance to Change
Reinforcement Concepts
Developing Openness on Campus

OBJECTIVE: Each participant will develop a comprehensive plan of action, outlining strategies to be utilized in implementing learning-oriented instruction on his campus.

DR. JOHN ROUECHE

Dr. John Roueche is Professor of Junior College Education at The University of Texas at Austin. Dr. Roueche received his Ph.D. at The Florida State University in 1964. He received his M.A. at Appalachian State University in 1961. He also attended Lenoir-Rhyne College and Mitchell Colleges in North Carolina.

Dr. Roueche was formerly the Director of the Junior College Division of The Regional Education Laboratory for the Carolinas and Virginia. He was the Associate Director of the ERIC Clearinghouse for Junior College Information, University of California, Los Angeles, and was the Assistant to the President and Dean of Students at Gaston College in Gastonia, North Carolina. He has served as a guest lecturer and consultant on junior college education at U. C. L. A., Duke University and others.

Dr. Roueche has written numerous books and articles on junior college instruction and administration, including: Salvage, Redirection or Custody: Remedial Education in the Junior College, The Junior and Community College Faculty: A Bibliography, "The Open Door College: Problems of the Low Achiever", and "The Junior College President and Institutional Research".

Dr. Roueche was listed in Who's Who in American Education in 1966-1967, and in Who's Who in the South and Southwest in 1967.

EXHIBIT XIV

SOUND EDUCATION REPORTS

Education Mid-Century and Instructional Technology, Vol. 1 # 1 - cassette and script

Instructional Objectives, Part A, Vol. 1 # 2 - cassette and script

Instructional Objectives, Part B, Vol. 1 # 3 - cassette and script

Audio Tape Cassettes in Classroom and Carrel, Vol. 1 # 4 - cassette and script

Teacher Education--Part A: Teaching, a Marriage of Art and Technology, Vol. 1 # 5 - cassette and script

Teacher Education--Part B: Teacher Training for the Seventies--with Dr. Robert Branson, Dr. Phil Lange, and Dr. Gabriel Ofiesh, Vol. 1 # 6--cassette and script

Programmed Instruction 1970, and Performance Contracting, Vol. 1 # 7--cassette and script

Contingency Management, a series of interviews, Vol. 1 # 8--cassette and script

Multi-Media Learning Center--Part A: Dual-Access Systems, by Dr. Gabriel Ofiesh, Vol. 1 # 9 - cassette and script

Computers as Instructors and Managers, a series of interviews, Vol. 1 # 10--cassette and script

Individualized Instruction, a series of interviews, Vol. 1 # 11--cassette & script

Multi-Media Learning Center--Part B: Site Visits, Vol. 1 # 12--cassette & script

An Interview with Dr. B. F. Skinner, Special Report No. 1--cassette and script

The classroom Simulated Tutorial, Audiovisual Report No. 1--filmstrip, cassette and script

What students learn, and How--by Dr. Robert M. Gagne, Special Report No. 2--cassette and script

New Training for the Jumbo Jets, Audiovisual Report No. 2

EXHIBIT XV

LISTING OF E. R. I. C. ABSTRACTS

ED 002 261 A "Systems" Approach to the Coordination of Instruction and Learning Research, Armand J. Hunter

ED 012 185 The Changing Role of the Library on the Junior College Campus, C. Loren Lee

ED 014 891 An Examination of the Structure and Effectiveness of Slide-Tape Prod. by Rational Analysis and Self-Sequencing Tech., Casper F. Paulson, Jr.

ED 014 892 Evaluation of Summer 1966 NDEA Institutes for Educational Media Specialists and School Librarians, James W. Brown and Donald J. Brown

ED 014 895 Principles and Problems in the Preparation of Programed Learning Sequence Robert Glaser

ED 014 902 A Communication System for Higher Education, J. Donald Mild and Donal D. Doughty

ED 014 915 Self Direction in Programed Geography Instruction, Vincent Campbell

ED 014 916 Learning from R-M Theory to Educational Planning, Vincent N. Campbell

ED 014 946 The Administration of Library Instructional Services in the Community College, Highlights of a Conference (Wayne State University, Nov. 19-1965), Charles Alexander

ED 015 650 The Overhead Projector in the Physics Lecture, Walter Eppenstein

ED 015 664 Personnel for a Complete Instructional Program, Hsold Caldwell

ED 015 669 Exploring Ways to Integrate Audio-Visual Media with Elementary School Instruction Practices, John Belforte

ED 015 674 A Basic Reference Shelf on Instructional Media Research, Series I: Usi Educational Media: Guides to the Literature, Jack V. Edling

ED 015 679 Branching Programs in Automated Instruction--A Simplified Format, Arnol Roe

ED 015 681 Elements of an Effective Audio-Visual Program, A Handbook for Wisconsi Educators, Robert C. Wheeler

ED 015 686 The Analysis of Instructional Objectives, Robert M. Gagne

ED 016 383 New Media and Changing Education Patterns, James W. Brown and Ruth H. Aubrey

ED 016 402 Innovation in Student Discussion and Related Procedures, Neil J. Webb

ED 017 182 Instructional Television--A Utilization Guide for Teachers and Administrators, James H. Gaylord

ED 019 008 Multi-Media Catalog of the Instructional Materials Center, Saginaw Intermediate School District, Michigan

ED 019 011 A Basic Reference Shelf on the New Media and Teacher Training, Henry T. Ingle

ED 019 012 A Basic Reference Shelf on Facilities for Instructional Media, James D. Macconnell and Clarke E. Schiller

ED 019 013 A Basic Reference Shelf on Programed Instruction--A Series by Robert Glasner and Mary Louise Murino

ED 019 051 Educational Specifications for the North Campus of Seattle Community College, C. W. McGuffey

ED 019 052 Educational Specifications for the South Campus of Seattle Community College, C. W. Mc Guffey

ED 019 435 Technology-Resource Center for Vocation Technical Education, Rutgers-The State University, New Brunswick, New Jersey

ED 019 874 Guide for Cooperative Evaluation of County and District A-V Programs-California State Department of Education, Sacramento

ED 025 257 An Exploration of the Learning Resources Philosophy and Service Being Developed in the Junior Colleges of Minnesota, Willard Philipson

ED 027 044 Ten Steps for the Establishment of the Comprehensive Community Colle Library, Norman E. Tanis

ED 027 601 Evaluation and Change in Education, Egon G. Gubb

ED 027 478 Study Discussion Programs: A Guide for Their Selection and Use, American Library Association

ED 027 622 Some Principles and Practices of Evaluation, Ernest Berty

ED 027 713 The Klein Concept for Team Teaching and Continuous Progress Educati Mount View School District, Cal.

ED 027 724 Suggestions for Developing Educational Specifications, Kansas State Department of Public Instruction, Topeka

ED 027 755 Educational Technology--The White Elephant, Andrew K. Mainor

ED 027 867 Criteria Relating to Educational Media Programs in Junior Colleges, A-V Standards Committee of the Michigan Comm. & Junior College Library Adm.

ED 027 877 EPDA Institute for Teacher Aides, Pasadena City College, Calif., Ruth McFarlane

ED 027 882 Instructional Aide Program--Shoreline Community College, Seattle Washington

ED 027 885 Multi-Media Instructional Programs, Arthur M. Cohen

ED 027 896 The Role of Paraprofessionals in the Schools, A National Study, Laurel N. Tanner and Daniel Tanner

ED 028 103 A Structure and Scheme for the Evaluation of Innovative Programs, Evaluative Programs for Innovative Curriculum

ED 030 208 A Design for Evaluating Educational Programs in a Large City, Gary Marco

ED 030 323 Developing the Instructional Specification, Vernon S. Gerlach

ED 030 325 Producing the 8mm Self-Instructional Film: A Demonstration Kit Vernon S. Gerlach

ED 030 970 Man About School or How Can the Principal Be or Become an Instruction Leader?, John A. Stanavage

ED 031 221 The Preparation of Faculty for the Implementation of Innovation in Curri lum and Instruction: Guidelines for Orientation and In-Service Educatio Program, Mary E. Jensen

ED 033 588 Plan for Progress in the Media Center, Iowa State Dept. of Public Instr tion, Des Moines

ED 033 601 Entering Audiovisual Competencies, Areas of Graduate Study in Audio-visual Education, and Placement Expectations of Master's Degree C,nd dates in Audiovisual Education. A Summary Report on the Professional Audiovisual Education Study (PAVE).

ED 033 681 Instructional Objectives for a Junior College Course in Accounting, Michael Capper

ED 033 691 Instructional Objectives for a Junior College Course in Economics, Michael Capper

ED 033 696 Instructional Objectives for Junior College Course in Geology, Michael Capper

ED 033 697 Instructional Objectives for a Junior College Course in Physical Geography, Michael Capper

ED 033 698 Instructional Objectives for a Junior College Course in Geometry, Michael Capper

ED 033 702 Instructional Objectives for Junior College Course in U. S. History to 1865, Michael Capper

ED 033 703 Instructional Objectives for a Junior College Course in U. S. History Colonial Times to Date, Michael Capper

ED 033 706 Instructional Objectives for a Junior College Course in Journalism, Michael Capper

ED 033 708 Instructional Objectives for a Junior College Course in Philosophy, Michael Capper

ED 033 714 Instructional Objectives for a Junior College Course in Shorthand Michael Capper

ED 03[illegible] 519 Inservice Training for 2 year College Faculty and Staff; A Survey of Junior and Community College Administrators, American Association of Junior Colleges

ED 034 420 Criteria for Granting Tenure at College of the Mainland

ED 034 438 Instructional Materials Centers, Don Coombs

ED 034 547 A Position Paper for the Junior College Administrators, David Shuford

ED 035 270 A Study of the Problems of a Media Center and Innovative Practices in the Junior College, Richard Graves

ED 035 347 Education for Tomorrow, Robert Finch

ED 035 411 Systems Analysis of a Learning Resources Center, Robert A. Carman

SP 003570 Classroom Observation Systems in Preparing School Personnel: An Annotated Bibliography, J. T. Sandefur and Alex A. Bressler

SP 003568 Paraprofessionals and Teacher Aides: An Annotated Bibliography, Joan D. Grambs

MICROFICHE DIRECTORY

ES 000 807 Center for Self-Instruction, Fla., Miami, Dade County Board of Public Instruction

ES 000 840 Planning a Demonstration School Using Instructional Systems Design to Allow an Individual Curriculum for Each Student, Michigan, Saginaw, Township Community Schools

ES 000 842 Educational Data Processing, La., Vidalia, Concordia Parish School Board

ES 000 856 Model Library and Materials Center, Maine, Waterville, School Department

ES 000 865 Programs for the Improvement of Instruction in Twelve School Districts, Indiana, Union City, Randolph-Eastern School Corp.

ES 000 892 Multi-phase Learning Experience Center, Maryland, Clarksville, Howard County Board of Education

ES 000 983 Data Processing Instruction Center, Wisconsin, Franklin, School District 5

ED 002 173 Programed Instruction as a Systems Approach to Education, Corrigan, Robert E.

ED 002 174 Selected Bibliography on Instructional Television, Dewey, Richard H.

ED 002 181 Large-Group Instruction in Television, Barnes, Melvin W.

ED 002 202 Attitude and Achievement Comparisons for Direct and Television Classes in Biological Science - Report 3, Woodward, John C.

ED 002 203 The Computer Concept of Self-Instructional Devices, Silberman, Harry

ED 002 204 A System Approach for Education, Stewart, Donald K.

ED 002 205 A Handbook of Programed Learning Information, Ryan, William F.

ED 002 219 Improving Instruction Through Audiovisual Media Techniques in Teaching Mathematics, Science, and Modern Foreign Languages, Allen, William

ED 002 220 The Use of Multi-Media Instructional Materials Within the Seminar--Report 5, Diamond, Robert M.

ED 002 221 Programed Instruction and the Teaching Profession, Center for Programed Instruction

ED 002 223 New Media for Improvement of Science Instruction, Twyford, Loran C., and others.

ED 002 261 A "Systems" Approach to the Coordination of Instruction and Learning Resources, Hunter, Armand L.

ED 002 226 No. 4 -- Teaching Machines, Computers, TV in Our Changing Colleges, Baskin, Sam

ED 002 294 How Television Can Train Your Teachers, School Management

ED 002 296 Technology and the Instructional Process, Finn, James D.

ED 002 347 The Effect of the New Instructional Media on the Role of the Classroom Teacher, Wigren, Harold E.

ED 002 487 The Cost of Audiovisual Instruction, School Management Magazine

ED 002 561 What We Know About Learning From Instructional Television, Schramm, Wilbur

ED 002 729 New Media and the New Education, McLuhan, Marshall

ED 002 730 Program Planning Guide for Instructional Television, TV Center, Air University Library

ED 002 736 Learning and Instructional Resources Center, Tharp, Charles D.

ED 002 738 Guides to Newer Educational Media, Rufsvold, Margaret I., and Guss, Carolyn

ED 010 797 Independent Study at the College Level, Illich, Peter J.

ED 011 303 Bibliography on Learning Process, Supplement II, Harvard University

ED 011 308 Bibliography on Individualized Instruction, Harvard University

ED 011 449 Critical Problems and Needs of California Junior Colleges, Peterson, Basil H.

ED 011 629 Criteria in Learning Research, Report on a Conference, Wientge, King M. and Dubois, Philip H.

ED 011 734 Evaluating the Objectives in Foreign Language Teaching, Valette, Rebecca M.

ED 017 269 Developing Specialists in Learning, Cohen, Arthur M.

ED 019 052 Educational Specifications for the South Campus of Seattle Community College, McGuffey, C. W.

ED 019 939 Focus on Learning--Preparing Teachers for the Two-Year College, Cohen, Arthur M.

ED 021 258 Project Vision: An Approach to a Model System of Occupational Employment Information, Ritter, Thomas

ED 021 517 An Experiment to Determine the Effectiveness of One Hour of Supplemental Instruction in a Junior College Pre-Transfer English Composition Class Park, Young

ED 021 545 Gaming Via Computer Simulation Techniques for Junior College Economics Education, Final Report, Thompson, Fred A.

ED 022 368 Media and the Learning Process, Gagne, Robert M.

ED 024 246 Edspecs for the South Campus Seattle Community College, Associated Consultants in Education

ED 024 309 . Problem Solving Model for Instruction Scott, Roger O.

ED 025 951 Improving Instruction Through Audio-Visual Media, Techniques in Teaching Science, Mathematics, and Modern Foreign Language, Allen

ED 033 679 Instructional Objectives for Junior College Courses, Capper, Michael R.

ED 033 680 Instructional Objectives for a Junior College Course in Accounting (First Semester), Capper, Michael R.

ED 033 681 Instructional Objectives for a Junior College Course in Accounting (Second Semester), Capper, Michael R.

ED 033 683 Instructional Objectives for a Junior College Course in College Algebra Capper, Michael R.

ED 033 686 Instructional Objectives for a Junior College Course in Biology (First Semester), Capper, Michael R.

ED 033 687 Instructional Objectives for a Junior College Course in Calculus and Analytical Geometry. Capper, Michael R.

ED 033 688 Instructional Objectives for a Junior College Course in Chemistry (First Semester), Capper, Michael R.

ED 033 691 Instructional Objectives for a Junior College Course in Economics (First Semster), Capper, Michael R.

ED 033 692 Instructional Objectives for a Junior College Course in Remedial English, Capper, Michael R.

ED 033 693 Instructional Objectives for a Junior College Course in English (Subject A), Capper, Michael R.

ED 033 694 Instructional Objectives for a Junior College Course in English Composition, Capper, Michael R.

ED 033 696 Instructional Objectives for a Junior College Course in Geology. Capper, Michael R.

ED 033 697 Instructional Objectives for a Junior College Course in Physical Geography, Capper, Michael R.

ED 033 698 Instructional Objectives for a Junior College Course in Geometry, Capper, Michael R.

ED 033 700 Instructional Objectives for a Junior College Course in Health, Capper, Michael R.

ED 033 702 Instructional Objectives for a Junior College Course in U. S. History to 1865, ERIC

ED 033 703 Instructional Objectives for a Junior College Course in U. S. History Capper, Michael R.

ED 033 704 Instructional Objectives for a Junior College Course in U. S. History Since 1865, Capper, Michael R.

ED 033 706 Instructional Objectives for a Junior College Course in Journalism, Capper, Michael R.

ED 033 708 Instructional Objectives for a Junior College Course in Philosophy (First Semester), Capper, Michael R.

ED 033 710 Instructional Objectives for a Junior College Course in Physics (First Semester), Capper, Michael R.

ED 033 713 Instructional Objectives for a Junior College Course in Psychology (First Semester), Capper, Michael R.

ED 033 714 Instructional Objectives for a Junior College Course in Shorthand, Capper, Michael R.

ED 033 715 Instructional Objectives for a Junior College Course in Spanish (First Semester), Capper, Michael R.

ED 033 716 Instructional Objectives for a Junior College Course in Spanish (Second Semester). Capper, Michael R.

ED 033 717 Instructional Objectives for a Junior College Course in Speech, Capper, Michael R.

ED 033 718 Instructional Objectives for a Junior College Course in Zoology, Capper, Michael R.

ED 034 401 Impact of CAI on Classroom Teachers, Hansen, Duncan N.

ED 034 516 Preparing Two-Year College Teachers for the '70's, American Assn. of Junior Colleges

ED 034 536 A Systems Approach to the Development of a Junior College Course in Remedial Mathematics, Carman, Robert A.

ED 035 093 The Quality of Instructional Materials, Final Report, Carpenter, C. R.

ED 035 105 Use and Effectiveness of Title III in Selected "Developing Institutions", Progress Report, Michigan University

ED 035 199 Enhancing Individuality in Learning

ED 035 407 A Faculty Internship Program for William Rainey Harper College, Birkholz John R.

ED 036 053 How to Prepare Educational Specifications Outline, Texas Education Agency

ED 036 059 Instructional Media Center, Educational Facility Series, A Guide to Planning, Esposito, Nicholas A.

ED 036 154 Toward Automated Learning, A Professional Paper, Becker, James W.

ED 036 159 Instructional Design, Lindvall, C. M.

ED 036 166 Criteria for Stating IPI Objectives, Lindvall, C. M.

ED 036 186 Planning of Objectives, Learning Sequences, and Units for IPI, Lindvall, C. M.

ED 036 288 Behavioral Objectives and Teaching Skills, Popham, W. James

ED 036 742 An Institute as an Educational Experience in the Continuing Education o a Selected Population of Nurses, Buckland, J. K.

ED 037 081 A Handbook for Developing Individualized Instruction in Continuation Education, Fresno County Schools

ED 037 376 An Index of Media for Use in Instruction inEducational Administration. Horvat, John J.

ED 037 581 Guidelines and Supportive Papers for Planning and Conducting Short-Term Teacher Education Activities. Developing Teaching Competencies Needed by Educational Personnel in Post-Secondary Health Occupations Programs, Holloway, Lewis D.

ED 038 600 Permanent Education--an Agent of Change in the Present Education System, Janne, Henri

ED 038 959 Syllabus, Ed. 360, Instructional Strategies, Herrscher, Barton R.

ED 038 974 A Report to the Commission of Instruction of the American Association of Junior Colleges

ED 038 979 Improving Instruction in the Two-Year College, Proceedings of a Conference for Two-Year College Teams, Appalachian State University

ED 039 143 An Individualized Science Learning System for the 1970's, Klopfer, Leopold E.

ED 039 718 Curriculum Change and Technology, Postman, Neil

ED 039 722 Changes Required in Patterns of School Organization, Management, Staffing, Facilities, and Finance for Tech. to Effectively Improve Instruction, Finley, Robert M.

ED 039 723 Cost Effectiveness Evaluation of Instructional Tech.--The Problems Levin, Henry M.

ED 039 728 Deciding Whether and How to Use Ed. Tech. in the Light of Cost-Effectiveness Evaluation, Miller, James G.

ED 039 730 Cost Analysis of Instructional Technology, Johnson, F. Craig

ED 039 741 Educational Technology and the Teaching Profession, Edinger, Lois V.

ED 039 742 The New Technology--Its Implications for Organizational and Administrative Changes, Bolvin, John O.

ED 039 743 Relationships Between the Restructuring of Schools and Communications Technology, Dempsey, Michael J.

ED 039 744 How Teachers and Administrators Can Be Given a Better Indoctrination on the Potentialities and Uses of Instructional Technology, Vandermeer, A. W.

ED 039 745 Teacher Training in Instructional Technology, Ryan, Kevin

ED 039 747 Measurement and Evaluation in Education Technology, Carroll, John

ED 039 749 Systems Analysis In Education, Speagle, Richard E.

ED 039 751 Instruction as a Systematic Approach to Instructional Technology Hoban, Charles F.

ED 039 752 Learning Theory, Educational Media, and Individualized Instruction Gagne, Robert M.

ED 039 754 Technologies for Learning, Meisler, Richard A.

ED 039 756 A Suggested Ten-Year Phased Program for Developing, Evaluating, and Implementing Instructional Technologies, Miller, James G.

ED 039 766 TeleInstruction and Individualized Learning, Carpenter, C. R.

ED 039 770 Instruments of Instruction, The Book Plus the New Media, Deighton, Lee C.

ED 039 771 Educational Philosophy and Education Technology, Heathers, Glen

ED 039 773 A Framework for Studying Instructional Technology, Hooper, Richard

ED 040 307 Assessing Student Performance in College, Richards, James M.

ED 040 309 Improving College Teaching Through Faculty Selection and Evaluation, A Review, Robinson, Lora H.

ED 040 673 Systems Analysts in Higher Education, Some Concerns, Alden, John V

ED 040 696 A Systems Approach to the Instructional Process, Hunter, Walter E.

ED 040 932 Bibliography of Selected References Concerned with the Applications of Systems Technology in Education, Johnson, Charles E. and Duncan Glenn E.

ED 041 052 Developing Criterion-Referenced Tests, Jackson, Rex

ED 041 185 Individualized Instruction, PREP-16

ED 041 218 Curricular-Instructional Materials and Related Media for the Disadvanta Adult in the 1970's, Montclair State College

ED 041 319 The Effectiveness of Small Group Interaction as Opposed to Teacher Centered Instruction, Adams, John R.

ED 041 462 Individualized Prescribed Instruction, A Critique, Fehrle, Carl C.

ED 041 731 Applying the Systems Approach to Curriculum Development in the Science Classroom, Boblick, John M.

EXHIBIT XVII

INSTITUTE LIBRARY

Administration of Educational Innovation, Thomas E. Woods, Shelf 1

Analyzing Performance Problems, Robert Mager and Peter Pipe, Shelf 2

Audio-Tutorial Approach to Learning, S. N. Postlethwait, J. Novak, and H. T. Murray, Shelf 3

A-V Instruction--Materials and Methods, James W. Brown, Richard B. Lewis and Fred F. Harcleroad, Shelf 3

Audio-Visual Market Place, R. R. Bowker Company, Shelf 3

Audiovisual Materials, 4th Edition, Wittich and Schuller, Shelf 3

Audiovisual Methods in Teaching, 3rd Edition, Edgar Dale, Shelf 3

A-V Instructional Materials Manual, James W. Brown and Richard B. Lewis, Shelf 3

Basic Concepts of Teaching, Asahel D. Woodruff, Shelf 2

B. F. Skinner, The Man and His Ideas, Richard I. Evans, Shelf 1

Behavioral Objectives--An Annotated Resource File, Raymond Bernabei, Shelf 1

Behavioral Objectives and Instruction, Robert J. Kibler, Larry L. Barker and David T. Miles, Shelf 2

Behavioral Objectives in the Affective Domain, National Science Supervisors Assn., Shelf 2

Changing Classroom Behavior, A Manual for Precision Teaching, Merle L. Meacham and Allen E. Wiesen, Shelf 1

Classroom Questions--What Kinds, Norris Sanders, Shelf 2

College and University Teaching, Herman A. Estrin, Delmer M. Goode, Shelf 2

College Teaching: A Systematic Approach, 2nd Edition, James Brown, and James Thornton, Shelf 1

College Teaching: Perspectives and Guidelines, James W. Brown and James W. Thornton, Jr., Shelf 2

College Teaching by Television, edited by John C. Adams, C. R. Carpenter and Dorothy Smith, Shelf 3

The Community Junior College, James W. Thornton, Jr., Shelf 2

The Conditions of Learning, Robert M. Gagne, Shelf 2

Dateline '79: Heretical Concepts for the Community College, Arthur Cohen, Shelf 2

Deciding What to Teach, Dorothy M. Fraser, Shelf 1

Defining Educational Objectives, C. M. Lindvall, Shelf 1

Designing Education for the Future, No. 1, Morphet and Ryan, Shelf 2

Designing Education for the Future, No. 2, Morphet and Ryan, Shelf 2

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Designing Instructional Visuals, Jerry Linker, Shelf 3

Developing and Writing Behavioral Objectives, Robert J. Armstrong, Shelf 2

Developing Attitudes Toward Learning, Robert Mager, Shelf 2

Developing Multi-Media Libraries, Hicks and Tillin, Shelf 3

Developing Vocational Instruction, Robert F. Mager and Kenneth M. Beach, Jr., Shelf 2

The Development and Evaluation of Behavioral Objectives, Robert J. Armstrong, Terry D. Cornell and others Shelf 1

The Development of Training Objectives, Robert Smith, Jr., Shelf 1

Educational Communications Handbook, The University of The State of New York, Shelf 3

Educational Systems Analysis, Frank W. Banghart, Shelf 1

Effective College Teaching, William H. Morris, Editor, Shelf 2

8mm Sound Film and Education, Louis Forsdall, Shelf 3

Evaluation as Feedback and Guide, Fred T. Wilhelms, Shelf 2

Evolving Instruction, Eugene E. Haddan, Shelf 1

Freeing Capacity to Learn, Alexander Frazier, Editor, Shelf 1

Graphic Communication and the Crisis in Education, Ne[redacted]

. Guide for Planning Educational Facilities, Council of Education Facility Planners, Shelf 3

The Guide to Simulation Games for Education and Training, Paul A. Twelker, Shelf 2

Handbook on Formative and Summative Evaluation of Student Learning, Benjamin S. Bloom and others, Shelf 1

Handbook of Procedures for Design of Instruction, Leslie Briggs, Shelf 2

Higher Education: Some Newer Developments, Samuel Baskin, Shelf 2

Improving College Teaching, Calvin Lee, Shelf 1

The Individual and the System, W. John Minter, Shelf 2

Individualization of Instruction: A Teaching Strategy, Virgil House, Shelf 2

Inservice Education for School Administration, Report of the AASA Commission on Inservice Education for School Administrators, Shelf 2

Instructional Design, Jerrold E. Kemp, Shelf 2

Instructional Hardware/A Guide to Architectural Requirements, A Report from Educ. Facilities Laboratories, Shelf 3

Instructional Media: A Procedure for the Design of Multi-Media Instruction, A Critical Review of Research and Suggestions for Future Research, Leslie J. Briggs, Shelf 1

Instructional Media and Creativity, Calvin Taylor and Frank Williams, Shelf 3

Instructional Systems, Bela Banathy, Shelf 2

Instructional Technology: A Book of Readings, Fredrich G. Knirk and John W. Childs Shelf 2

Islands of Innovation Expanding: Changes in the Community College, B. Lamar Johnson, Shelf 1

Junior College Instruction, edited by John Roueche, Barton R. Herrscher, Shelf 1

The Junior College Library, B. Lamar Johnson, Shelf 1

Language Arts Behavioral Objectives, John C. Flanagan, William M. Shanner and Robert Mager, Shelf 2

Learning about Learning, Jerome Bruner, Shelf 1

Learning by Television, Judith Murphy and Ronald Gross, Shelf 3

The Learning Process, Theodore L. Harris, and Wilson E. Schwahn, Shelf 2

Learning with the Overhead Projector, Arthur E. King and William Shelley, Shelf 3

Man's Information System, Robert M. W. Travers, Shelf 1

Mathematics Behavioral Objectives, John C. Flanagan, William M. Shanner and Robert Mager, Shelf 2

Mediaware: Selection, Operation and Maintenance, Raymond Wyman, Shelf 3

National Information Center for Educational Media, Index to 35mm Educational Filmstrips, Shelf 3

New Directions for Instruction in the Junior College, B. Lamar Johnson, Shelf 1

New Look at Education: Systems Analysis in our Schools and Colleges, John Pfeiffer, Shelf 1

New Media and College Teaching, James W. Thornton, Jr., and James W. Brown, Shelf 3

The New Media and Education, Peter H. Rossi and Bruce J. Biddle, Shelf 3

The New Media and Higher Education, James W. Brown and James Thornton, Jr. Shelf 3

1970-72 National Center for Audio Tapes, University of Colorado Shelf 3

Objectives for College Courses, Arthur Cohen, Shelf 2

Parameters of Learning, William J. McKeefery, Shelf 1

Perspectives of Curriculum Evaluation, Ralph Tyler, Shelf 1

PERT/Applications in Education, Desmond L. Cook, Shelf 1

Preparing Evaluation Reports--A Guide for Authors, David G. Hawkridge, Peggie L. Campeau, and Penelope Trickett, Shelf 1

Preparing Instructional Objectives, Robert F. Mager, Shelf 2

Process as Content: Curriculum Design and the Application of Knowledge, J. Cecil Parker and Louis J. Ruben, Shelf 1

The Psychology of Learning and Instruction--Educational Psychology, John P. DeCecco, Shelf 1

Resistance to Innovation in Higher Education, Richard I. Evans, Shelf 2

Review of Educational Research, "Instructional Materials--Educational Media and Technology," American Educational Research Assn., Shelf 3

The School Administrator and Learning Resources, Ross L. Nagley, N. Dean Evans, and Clarence A. Lynn, Jr., Shelf 3

Science and Human Behavior, B. F. Skinner, Shelf 1

Science Behavioral Objectives, John C. Flanagan, William M. Shanner, and Robert F. Mager, Shelf 2

The School Library Materials Center, Edited by Alice Lohrer, Shelf 2

Sequencing of Instruction in Relation to Hierarchies of Competence, Leslie J. Briggs Shelf 1

Simulation and Gaming in Education, P. J. Tansey, Derick Unwin, Shelf 2

Social Studies Behavioral Objectives, John C. Flanagan, William M. Shanner, and Robert F. Mager, Shelf 2

Sociology--An Individualized Course, Robert A. Butler, Shelf 1

Standards for School Media Programs, American Library Association and National Education Association, Shelf 3

The Strategy for Change in the Junior College, American Association of Junior Colleges Shelf 2

Structure of Knowledge--Nature of Inquiry, Division of Educational Development, State Department of Education, State of Oregon, Shelf 1

The Student in Higher Education, The Committee on the Student in Higher Education Shelf 2

Studies Related to the Design of Audiovisual Teaching Materials, Robert M. W. Travers, Shelf 3

Systems Analysis Symposium, Temple University, College of Education, Shelf 1

A System for Analyzing Lessons, John Herbert, Shelf 1

Systems Analysis: A Diagnostic Approach, Shelf 1

Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain, David R. Krathwahl, Benjamin S. Bloom, and Bertram B. Mason, Shelf 2

Taxonomy of Education Objectives: The Classification of Educational Goals, Handbook : Cognitive Domain, Benjamin S. Bloom, Shelf 2

The Teacher and Overhead Projection, Morton J. Schultz, Shelf 3

The Teacher and Technology, by William Clark Trow, Shelf 2

Teacher Education and the New Media, Schueler and Gesser, Shelf 3

Teaching and Learning, Norman MacKenzie, Michall Frant and Hywel C. Jones, Shelf 1

The Teaching-Learning Paradox, Robert Dubin and Thomas C. Taveggia, Shelf 2

Techniques for Producing Visual Instructional Media, Ed Minor and Harvey Frye, Shelf 3

The Technology of Teaching, B. F. Skinner, Shelf 1

Technology and the Management of Instruction, Robert Heinich, Shelf 1

Television Teaching Today, Henry R. Cassirer, Shelf 3

Theory and Nature of Independent Learning, Gerald Gleason, Shelf 2

To Improve Learning, An Evaluation of Instructional Technology, Committee on Instructional Technology, Shelf 2

To Improve Learning, Commission on Instructional Technology, Shelf 2

Toward Excellence in College Teaching, Earl V. Pullias and Aileene Lockhart and others, Shelf 2

Toward a Theory of Instruction, Jerome S. Bruner, Shelf 2

Understanding Media, Marshall McLuhan, Shelf 3

Update I: A Report of the Beginning Efficiency in Instructional Development at William Rainey Harper College, George Vogel, Dean of Learning Resources, Shelf 1

Walden Two, B. F. Skinner, Shelf 1

Working with Individualized Instruction, Thorwald Esbensen, Shelf 2

EXHIBIT XVIII

SELECTED READINGS FOR

SYSTEMATIC INSTRUCTIONAL PLANNING

ALLYN AND BACON, INC., 470 ATLANTIC AVENUE, BOSTON, MASSACHUSETTS

Behavioral Objectives and Instruction, by Robert J. Kibler, Larry L. Barker and David T. Miles, 1970, Price: $3.95

AMERICAN INSTITUTES FOR RESEARCH, 135 NORTH BELLEFIELD AVENUE, PITTSBURG, PENNSYLVANIA 15213

Handbook of Procedures for the Design of Instruction, by Leslie J. Briggs, 1970, $4.50

Instructional Media: A Procedure for the Design of Multi-Media Instruction, A Critical Review of Research and Suggestions for Future Research, by Leslie J. Briggs, Peggie L. Campeau, Robert M. Gagne, and Mark A. May, 1967, $4.50

Sequencing of Instruction in Relation to Hierarchies of Competence, by Leslie J. Briggs, 1968, $4.50

ARCHEM COMPANY, 13103 Conklin Lane, P. O. Box 34507, Houston, Texas 77034

College Instruction, by John E. Roueche and Barton R. Herrscher, Editors, 1971

Implementing Individualized Instruction, by Barton R. Herrscher, 1971, $1.00

The Two-Year College, by John E. Roueche and Barton R. Herrscher, Editors, 1971

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036

Technology and the Management of Instruction, by Robert Heinich, 1970, $6.50

BURGESS PUBLISHING COMPANY, 426 South 6th Street, Minneapolis, Minnesota 55415

The Audio-Tutorial Approach to Learning, Second Edition, by S. N. Postlethwait, J. Novak, and H. T. Murray, Jr., 1964

CHANDLER PUBLISHING COMPANY, Scranton, Pennsylvania 18515

Man's Information System, by Robert M. W. Travers, 1970, $6.25

CONTINUING EDUCATION PUBLICATIONS, Waldo Hall 100, Corvallis, Oregon 97331

Individualized Instruction, by Jack V. Edling, 1970, $7.50

COUNCIL ON EDUCATION IN THE GEOLOGICAL SCIENCES, 2201 M Street, N. W. Washington, D. C. 20037

Audio-Tutorial Instruction: A Strategy for Teaching Introductory College Geology, Edited by Peter Fenner and Ted F. Andrews, 1970

EDUCATIONAL INNOVATORS PRESS, A DIVISION OF BECOM CORPORATION, P. O. Box 12614, Tucson, Arizona 85711

Developing and Writing Behavioral Objectives, by Robert J. Armstrong, Terry D. Cornell, Robert E. Kraner, and E. Wayne Roberson, 1968, Price: $1.95

FEARON PUBLISHERS, 2165 Park Blvd., Palo Alto, California 94306

Analyzing Performance Problems, by Robert Mager and Peter Pipe, 1970, $2.75

Developing Vocational Instruction, by Robert Mager and Kenneth Beach, Jr., 1967, $2.00

Instructional Design, by Jerrold E. Kemp, 1971, $2.25

Instructional Systems, by Bela H. Banathy, 1968, $2.00

Preparing Instructional Objectives, by Robert F. Mager, 1962, $1.75

GLENCOE PRESS, A DIVISION OF THE MACMILLAN COMPANY, 8701 Wilshire Blvd. Beverly Hills, California 90211

Objectives for College Courses, by Arthur M. Cohen, 1970, $2.95

HARPER AND ROW, PUBLISHERS, INC., 49 East 33rd Street, New York, New York 10016

Classroom Questions--What Kinds? by Norris M. Sanders, 1966, $2.75

Writing Behavioral Objectives, by H. H. McAshan, 1970

INSTITUTE FOR THE DEVELOPMENT OF EDUCATIONAL ACTIVITIES, INC.
Mail Orders, P. O. Box 628, Far Hills Branch, Dayton, Ohio 45419

Toward a More Relevant Curriculum--Report of a National Seminar, Dr. Carroll F. Johnson, Chairman, $1.50

INTERNATIONAL TEXTBOOK COMPANY, SCRANTON, PENNSYLVANIA

Changing Classroom Behavior: A Manual for Precision Teaching, by Merle L. Meacham, and Allen E. Wiesen, 1969 $2.95

KENDALL-HUNT PUBLISHING COMPANY, Dubuque, Iowa

A Strategy for Writing Objectives, by Stephen L. Yelon, and Roger O. Scott, 1970, $2.75

MACMILLAN COMPANY, 866 Third Avenue, New York, New York 10022

Evolving Instruction, by Eugene E. Haddan, 1970, $6.50

MC GRAW-HILL BOOK COMPANY, New York, New York

College Teaching: A Systematic Approach, Second Edition, by James W. Brown and James W. Thornton, Jr., 1971, $7.50

DAVID MCKAY CO., INC., New York, New York

Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, by Benjamin S. Bloom, Editor, 1956, $1.95

Taxonomy of Educational Objectives, Handbook II: Affective Domain, by David R. Krathwohl, Benjamin S. Bloom, and Bertram Masia, 1964, $1.95

PRENTICE-HALL, INC., Englewood Cliffs, New Jersey

Establishing Instructional Goals, by W. James Popham, Eva L. Baker, 1970, $2.25

Planning an Instructional Sequence, by W. James Popham, Eva L. Baker, 1970, $2.25

Systematic Instruction, by W. James Popham, Eva L. Baker, 1970, $2.25

SOUTHERN ILLINOIS UNIVERSITY PRESS, Carbondale and Edwardsville, Illinois

Parameters of Learning, by William James McKeefery, 1970, $6.95

UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION International Association of University, 1 rue Miollis, 75 Paris-15e

Teaching and Learning--An Introduction to New Methods and Resources in Higher Education by Norman MacKenzie, Michael Erant, and Hywel C. Jones, 1970, $3.50

UNIVERSITY OF PITTSBURG PRESS, Pittsburg, Pennsylvania

Defining Educational Objectives, by C. M. Lindvall, Editor, 1964, $1.95

WADSWORTH PUBLISHING COMPANY, INC., Belmont, California 94002

The Development and Evaluation of Behavioral Objectives, by Robert J. Armstrong, Terry D. Cornell, Robert E. Kraner and E. Wayne Roberson, 1970, $2.83

WESTINGHOUSE LEARNING PRESS, 2680 Hanover Street, Palo Alto, California 94302

Developing Individualized Instructional Materials, by Stuart R. Johnson and Rita B. Johnson, 1970, $3.25

INSTITUTE COMMITTEES

*Indicates Chairman

WEEK ONE

Ausmus*
Belknap
Blackburn
Bleeker
Garcia
Caskey
Castillo
Creel

DeHart
DeLany*
Ellerts
Fields
Fitzpatrick
Gillespie
Gillis

Grandt*
Hancock
Haraughty
Harman
Hughen
Madison-Bacon
McKinney
Montgomery

Parker*
Polnac
Rusk
Schwarz
Sivells
Shelp
Solberg

Speck*
Spies
Stutzenburg
Talley
Webb
Wilkerson
Wilkins
Wirth

WEEK TWO

Ausmus
Grandt
Parker
Speck
Belknap
DeHart*
Hancock

Polnac*
Spies
Blackburn
DeLany
Haraughty
Stutzenburg
Bleeker

Ellerts*
Harman
Rusk
Talley
Garcia
Fields
Hughen
Schwarz

Webb*
Caskey
Fitzpatrick
Madison-Bacon
Sivells
Wilkerson
Castillo
Gillespie

McKinney*
Shelp
Wilkins
Creel
Gillis
Montgomery
Solberg
Wirth

WEEK THREE

Ausmus
Polnac
Eilerts
Webb
McKinney
Spies*
Harman

Caskey*
Shelp
Grandt
Blackburn
Rusk
Fitzpatrick
Wilkins
Parker

DeLany
Talley
Madison-Bacon
Creel
Speck
Haraughty
Garcia*
Sivells

Gillis*
Belknap
Fields
Wilkerson
Montgomery
DeHart
Stutzenburg

Hughen*
Castillo
Solberg
Hancock
Bleeker
Schwarz
Gillespie
Wirth

WEEK FOUR

Ausmus
Caskey
DeLany
Gillis
Hughen
Polnac
Shelp
Talley*

Belknap
Castillo
Eilerts
Grandt
Madison-Bacon
Solberg*
Webb

Blackburn
Creel
Fields
Hancock
McKinney
Rusk*
Speck
Wilkerson

Bleeker
Fitzpatrick
Haraughty
Montgomery*
Schwarz
Spies
Wilkins

Garcia
DeHart
Gillespie
Harman
Parker
Sivells*
Stutzenburg
Wirth

WEEK FIVE

Belknap
Grandt
Parker
Speck
DeHart
Hancock*
Polnac

Blackburn*
Eilerts
Haraughty
Spies
Fields
Harman
Rusk

Bleeker
Fitzpatrick
Hughen
Schwarz*
Stutzenburg
Gillespie
Madison-Bacon
Sivells

Garcia
Gillis
Talley
McKinney
Shelp*
Webb
Montgomery
Solberg

Caskey
Castillo
Creel*
Wilkerson
Wilkins
Wirth
Ausmus
DeLany

WEEK SIX

Wirth*
Ausmus
Grandt
Creel
Montgomery
Gillis
Parker

Wilkins
Belknap*
Hancock
McKinney
Polnac
Solberg
Spies
Blackburn

Wilkerson*
Bleeker
Haraughty
Madison-Bacon
DeHart
Gillespie
Stutzenburg

Webb
Garcia
Harman*
Eilerts
Rusk
Caskey
Hughen
Sivells

Talley
Castillo
Speck
Fields
Fitzpatrick*
Schwarz
Shelp
DeLany

EXHIBIT XX

PARTICIPANTS' RATINGS OF INSTITUTE EXPERIENCES

INSTRUCTIONAL DEVELOPMENT INSTITUTE

THE UNIVERSITY OF TEXAS AT AUSTIN

MAY 31 - JULY 9, 1971

EVALUATION
HIGHER EDUCATION INSTRUCTIONAL DEVELOPMENT INSTITUTE
THE UNIVERSITY OF TEXAS AT AUSTIN

Directions

Please comment on the following specific questions. Use the back of the sheet if you desire.

1. Do you have any suggestions as to how to improve the effectiveness of the institute's advance publicity?

   Some of the suggestions included: the mailing of publicity materials to instructors as well as administrators; including former participants on mailing list; that the publicity be distributed earlier; that the publicity be included in professional journals and junior college newsletters.

2. Was the orientation presentation on the first day of your attendance effective?

   All indicated that the orientation presentation was effective and that it gave them insight into the direction the institute would lead them.

3. Were the practical application experiences of value (laboratory work, field trips, and individual projects)?

   The majority of the participants felt that these experiences were of value. Many commented that the audio-visual laboratory was excellent, and that the small field trips were well organized.

4. Were there any aspects of the institute that you feel were innovational or unique in nature as compared to other institutes, workshops, seminars, etc., of which you have knowledge?

   The rapport among the staff-faculty-participants was cited as the most unique factor of the institute. They felt that the effectiveness of the committee reports, the informal yet effective atmosphere, and the high degree of flexibility and response to student feedback were assets of the institute. They felt that the participant make-up of an instructor-administrator mix and in-state and out-of-state mix was beneficial to them and added effectiveness to the institute program.

5. What was the most significant think that happened to you during the institute program?

   Many indicated that their attitude change was the most significant thing that happened to them. This consisted of their becoming aware of the importance of the utilization of student feedback, and their introduction to change-implementing strategies.

6. What will you do differently as a result of the program?

Most said that they would refine and revise their objectives, initiate individualized courses and encourage their fellow faculty members to do the same. They indicated that they would utilize more fully the feedback from their students.

7. Should there be a follow-up program? If so, what would you suggest?

Yes, most suggested that there be some form of follow-up program. Some suggestions were exchange of newsletters on implemented programs and conducting informal meetings of former participants during the TJCTA meeting. Some felt that the follow-up program should emphasize media.

8. Please indicate what you consider to be major strengths of the program.

The major strengths mentioned were the selection of strong consultants, the effective media presentations, the flexibility, the good organization, the helpfulness of the staff, and the general rapport and group interaction.

9. Please indicate what you consider to be major weaknesses of the program.

The major weaknesses cited were the length of the sessions, many felt that in some cases they were too long; the material was at times repetitive, there seemed to be a lack of coordination between consultants in some cases. They felt that there should be a pre-institute reading list to provide common ground. They felt that they needed more time for study and reading. They felt that there should be a planned follow-up.

10. Overall Evaluation

Looking at all aspects of the institute, and comparing them with previous educational experiences you have had, please rate it on the continuum below.

Exceptionally Good								Exceptionally Poor
9	8	7	6	6	5	4	3	2	1
12	16	5	1	1					

(Mean: 8.1)

11. Any other comments.

Most were too general to summarize.

Directions

The following seeks your opinions as to the way this institute was organized in obtaining its written goals. The purpose of this form is not to evaluate your particular institute but to gather data as to its effectiveness in organization. The following statements are written from the point of view of a participant. You are asked to score your answer sheet with a scale that corresponds to how much you agree or disagree with the following observations. Please circle the number you choose.

Strongly Agree	Agree	Probably Agree	Probably Disagree	Disagree	Not Applicable
5	4	3	2	1	0

1. Provisions were made available for us to review or research pertinent information in the areas covered by this institute's program.

(Mean: 4.6)

2. The opportunity to place notes and selected handouts into separate notebooks will be of value to us when we wish to retrieve information at a later time.

(Mean: 4.8)

3. The scheduling of faculty personnel allowed them to be available for consultation.

(Mean: 4.0)

4. Common elements during the morning presentations were arranged in order to complement the afternoon "lab" experiences.

(Mean: 3.3)

5. Faculty members appeared to be conversant with the types of problems that I face back at my campus.

(Mean: 4.3)

6. The arrangement of selected instructional and laboratory experiences had lended support to my belief that at my institution we are already proceeding in the right direction.

(Mean: 3.3)

7. Effective faculty-participant interactions were emphasized throughout the institute.

(Mean: 4.4)

8. Throughout the institute, media software and hardware were made available for our use.

(Mean: 4.4)

9. Many of us considered the allocations for instructional space to be adequately supportive for our needs.

(Mean: 4.4)

10. When one considers the goals for the institute's program, one finds that the proportion of "sit and listen" activities was reasonable.

(Mean: 3.2)

11. The handling of administrative details such as stipends, registration, etc., was effectively done.

(Mean: 4.9)

12. If I were to evaluate myself in terms of professional growth, I would say that I have experienced more than a review of the present state of the art.

(Mean: 4.7)

13. The small groups, coffee breaks, mixers, field trips, and "bull" sessions enabled us to get together and discuss many problems and their possible solutions.

(Mean: 4.6)

14. During the course of this institute, the faculty has sought ways of providing for involvement and problem solving experiences.

(Mean: 4.4)

15. An effort was made to provide the participants with more experiences than were objectives of the institute.

(Mean: 4.0)

16. The program was operationalized in such a way that by the end of the fourth week most of the "big ideas" began to fall into place.

(Mean: 4.2)

17. This institute has provided opportunities for participants to establish communications with other participants which may continue even after the institute.

(Mean: 4.4)

18. Sufficient supplies of materials and equipment in the right places at the right times were found to be the rule rather than the exception to the rule.

(Mean: 4.8)

Exceptionally Good	Good	Fair	Poor	Exceptionally Poor	Not Provided
5	4	3	2	1	0

Please rate the following questions using the continuum above.

1. How realistic and useful were the objectives of the institute (in terms of your own interests, experiences, and job functions?)

   (Mean: 4.5)

2. To what extent was the course content of the institute appropriate to its stated objectives?

   (Mean: 4.0)

3. How would you rate the attention given in the institute to theoretical aspects of educational communication?

   (Mean: 4.1)

4. How would you rate the attention given to skill-type activities?

   (Mean: 4.1)

5. How would you rate the attention given to providing essential background information?

   (Mean: 4.3)

6. As a whole, how appropriate was the institute program for the professional development of an instructional developer?

   (Mean: 4.6)

7. How would you rate the appropriateness of the level (difficulty, advancement) of courses or activities of your institute?

   (Mean: 4.2)

8. How would you rate the general quality of teaching in lecture-type classes?

   (Mean: 3.8)

9. How would you rate the general quality of teaching in small-group (seminar-type) classes?

   (Mean: 4.2)

10. How would you rate the general quality of teaching in lab-type classes?

(Mean: 4.4)

11. How would you rate the quality and amount of attention given to individualized instruction in the institute?

(Mean: 3.8)

12. How appropriate was the proportion of "sit and listen" activities to "lab-type" activities?

(Mean: 3.4)

13. How appropriate were the methods of instruction used in various courses or for various activities?

(Mean: 4.0)

14. How would you rate the participants' enthusiasm for, and interest in, the content of the institute?

(Mean: 4.5)

15. How would you rate participants' general esprit de corps?

(Mean: 4.8)

16. In general, how appropriate was the content of the institute to the participants' probable future job responsibilities?

(Mean: 4.5)

17. To what degree were the regular instructors familiar with problems and new developments of today's schools?

(Mean: 4.6)

18. To what extent were visiting (short-term, one day to a week) staff members familiar with problems and new developments of today's schools?

(Mean: 4.4)

19. How would you rate the helpfulness of the institute staff to you?

(Mean: 4.8)

20. To what degree did the staff demonstrate good use of "new media" in their own teaching?

(Mean: 3.6)

21. How would you rate staff members attempts to involve you actively in learning experiences?

(Mean: 3.6)

22. Educational media or instructional resource center for the institute itself.

(Mean: 4.5)

23. How would you rate the overall administration of the institute?

(Mean: 4.8)

Please rate each of the visiting faculty members on the following criteria:

5 = Exceptionally Good
4 = Good
3 = Fair
2 = Poor
1 = Exceptionally Poor

(Mean Ratings Listed)

	Content Value	Relevance of Material	Method of Instruction	Involvement in Active Learning Experiences	Overall Evaluation
Roueche	4.6	4.6	4.1	4.1	4.5
Davis	4.0	4.0	3.1	3.1	3.3
Yelon	4.6	4.6	4.6	4.6	4.6
Hunter	4.3	4.3	3.5	4.0	4.0
Barton	4.0	4.1	3.3	3.1	3.6
Clark	3.4	3.8	3.0	3.1	3.3
Fantl	4.1	4.3	3.7	3.5	3.8

Please place a check mark by the answer you desire in response to the following statements:

In relation to your school assignment, do you feel the content and activities of the institute to be:

7 Of immediate benefit?

2 Introductory to long-range benefits?

24 A combination of the above two?

1 Not closely related but of limited benefit?

0 Of benefit vaguely in the future?

To what extent were the stated purposes and objectives of the institute program realized?

30 To a great degree

4 To a moderate degree

0 To a little degree

What is your feeling about the total work load of the institute?

1 Too heavy

30 About right

3 Too light

To what extent did the instructional materials and activities used in the courses and workshops of your institute present new ideas and/or new approaches for you?

27 To a great degree

7 To a moderate degree

0 Little or none

EXHIBIT XXI

PARTICIPANT INFORMATION AND EVALUATION FORMS

OE FORM 1216